

The Modern Language Journal

Volume XXIV

NOVEMBER, 1939

Number 2

Contents

A COLLEGE OF EDUCATION DEAN LOOKS AT A ROMANCE LANGUAGE PROGRAM, <i>Dean Arthur J. Klein</i>	83
FOREIGN POLITICS IN THE CLASSROOM: A PROBLEM FOR THE MODERN FOREIGN LANGUAGE TEACHER, <i>Henry Grattan Doyle</i>	91
SOME PRINCIPLES OF UNIFICATION APPLIED TO THE LANGUAGE ARTS, <i>Walter V. Kaulfers</i>	99
CORRELATION THROUGH CO-OPERATION, <i>Laura B. Johnson</i>	106
A SUGGESTED FIRST-SEMESTER COURSE IN GERMAN, <i>Alfred Charles Adler</i>	116
PERSONALIA, <i>John P. von Gruening</i>	131
ALGERNON COLEMAN—IN MEMORIAM, <i>Robert Herndon Fife</i>	140
MARTIN SOMMERFELD—IN MEMORIAM, <i>John Whyte</i>	141
MEETINGS OF ASSOCIATIONS.....	142
NOTES AND NEWS.....	144
REVIEWS.....	146
CALLAHAN, <i>Science of Language</i> (Raymer McQuiston), 146; SCHNEIDER, <i>Teaching and Scholarship and the Res publica</i> (W. S. Gamertsfelder), 146; STENDHAL, <i>La Chartreuse de Parme</i> (ed. Brussaly) (B. M. Woodbridge), 147; DUVERNOIS, <i>La Maison Camille</i> (ed. Bissiri) (E. L. Murphy), 147; MIRBEAU, <i>Les Affaires sont les Affaires</i> (ed. Rochedeu and Manchester) (B. Beam), 148; WILKINSON, <i>French Operatic Readings</i> (H. Kurz), 148; HOLMES, SCHUTZ, <i>A History of the French Language</i> (G. P. Owen), 149; CRU, <i>Le Français Expliqué</i> (N. J. Trembley), 150; VON GRUENINGEN, DOLCH, <i>First Book of Work Sheets for Students of German; Second Book</i> (B. Q. Morgan), 150; CURTS, <i>Einführung in die Chemie</i> (U. E. Fehlau), 152; SUDERMANN, <i>Heimat</i> (ed. Schmidt) (A. E. Zucker), 153; ALBRECHT, <i>Deutschland im Umbruch</i> (P. G. Graham), 153; KOISCHWITZ, <i>Paul und Purifax</i> (P. G. Graham), 154; KREMER, <i>Schers und Schabernack</i> (P. G. Graham), 154; JAEGER (ed.), <i>Moderne Einakter</i> (E. P. Appelt), 155; KENISTON, <i>Learning Spanish</i> (Thompson and McKnight), 155; GONZÁLEZ PALENCIA, <i>Cuentos Orientales</i> (ed. Rael) (F. M. Duffey), 157; ESPINOSA, <i>Cuentitos fáciles</i> (D. H. Walther), 158; PASCOLI, <i>Selected Poems</i> (ed. Purkis) (T. G. Bergin), 158.	
BOOKS RECEIVED.....	159

(The MODERN LANGUAGE JOURNAL is indexed in the *Education Index*. Contents of previous volumes of the MODERN LANGUAGE JOURNAL have been indexed in the *Education Index*, beginning with the inception of the *Index* in 1929.)

Published by

The National Federation of Modern Language Teachers

The Modern Language Journal

STAFF, 1939-40

EDITORIAL ADVISORY BOARD

(Former Managing Editors)

- | | |
|---|--|
| E. W. BAGSTER-COLLINS, Columbia University, New York, N.Y. (1916-19). | BAYARD QUINCY MORGAN, Stanford University, California (1926-30). |
| ALGERNON COLEMAN, University of Chicago, Chicago, Illinois (1919-22). | CHARLES H. HOLZWARTH, West High School, Rochester, N.Y. (1930-34). |
| J. P. WICKERSHAM CRAWFORD, University of Pennsylvania, Philadelphia, Pa. (1922-26). | HENRY GRATTAN DOYLE, The George Washington University, Washington, D.C. (1934-38). |

MANAGING EDITOR

EDWIN H. ZEYDEL, University of Cincinnati, Cincinnati, Ohio

ASSISTANT TO MANAGING EDITOR

JOHN P. VON GRUENINGEN, University of Wisconsin, Madison, Wisconsin

ASSISTANT MANAGING EDITORS

(Review and Department Editors)

- | | |
|---|--|
| WILFRED A. BEARDSLEY (French), Goucher College, Baltimore, Md. | JAMES B. THARP (Methodology and Bibliography), Ohio State University, Columbus, Ohio. |
| STERLING A. STOUDEMIRE (Spanish), University of North Carolina, Chapel Hill, N.C. | E. F. ENGEL (Radio), University of Kansas, Lawrence, Kansas. |
| JOHN A. HESS (German), Ohio University, Athens, Ohio | EDWARD G. BERNARD (Films), International Cinema League, 11 W. Forty-Second St., New York, N.Y. |
| MICHELE CANTARELLA (Italian), Smith College, Northampton, Mass. | |

BUSINESS MANAGER

FERDINAND F. DiBARTOLO, 284 Hoyt Street, Buffalo, New York

Concerning Our Contributors

ARTHUR J. KLEIN, Dean of the College of Education, Ohio State University, has done important educational work for the United States Army, was chief of the Division of Higher Education, U. S. Bureau of Education, and is the author of numerous studies and surveys.

HENRY GRATTAN DOYLE, Professor of Romance Languages and Dean of Columbian College at the George Washington University, Washington, D.C., was managing editor of the *Journal* from 1934 to 1938.

WALTER V. KAULFERS, is Associate Professor of Comparative Education and Teacher Training in Foreign Languages at Stanford University and co-director of the Stanford Arts Investigation, as well as prolific author.

LAURA B. JOHNSON, Assistant Professor of French in the University of Wisconsin, is also teacher of French in Wisconsin High School and the author of many articles.

ALFRED CHARLES ADLER teaches German in the Francis W. Parker School, Chicago.

JOHN P. VON GRUENINGEN, Assistant Professor of German at the University of Wisconsin, is assistant managing editor of the *Journal*.

ROBERT HERNDON FIFE, Gebhardt Professor of Germanic Languages at Columbia University, was chairman of the Modern Foreign Language Study under the American Council on Education and is now chairman of the Committee on Modern Languages.

JOHN WHYTE is Professor of German in Brooklyn College.

NOTE—Readers are reminded that the relative order of articles in the *Journal*, does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

A College of Education Dean Looks at a Romance Language Program

DEAN ARTHUR J. KLEIN

Ohio State University, Columbus, Ohio

(*Author's summary.*—A critique of the teaching program outlined by members of the Department of Romance Languages of Ohio State University in these columns in the previous volume.)

THIS is the sixth of a series of articles dealing with the Romance Language program at Ohio State University.¹ The five articles that have preceded this one were written by members of the Romance Languages Department. As Dean of the College of Education the writer of this paper has a quite different relationship to the instruction in Romance Languages.

Some introductory explanation is perhaps due those who read this paper as to why the editor of the series should have asked the Dean of the College of Education to write the concluding number. The explanation lies primarily in the somewhat unusual relationships that exist at Ohio State University between the Romance Languages Department and the College of Education. Observation and experience elsewhere would perhaps lead a stranger to assume that it is the normal function of the Dean of the College of Education to direct criticisms at the language department and to suffer with such patience as he can command the censures of French and Spanish professors. Quite usually university regulations attempt to keep the peace, somewhat unsuccessfully it is true, by demanding that the language department teach students French and Spanish and that the College of Education teach students how to teach French and Spanish. Neither of these assumptions is seriously pertinent to the relationship at Ohio State University. Either situation is a serious handicap to the legitimate purposes of both administrative units. The relationship here is one that tends to acceptance of the fact that so far as the preparation of teachers is concerned the Department of Romance Languages and the College of Education are engaged upon a joint enterprise in which the contributions of both are essential. This does not and is not intended to eliminate exchange of criticism or to confuse the central functions of the two distinct administrative units. But criticism and specialization of function are quite different matters when utilized in a joint attack upon the accomplishment of a common purpose than when they are regarded as instruments to be used in a war of extinction.

Somewhat parenthetically, attention should be called to the fact that the writer's knowledge of the program of Romance Language teaching has not been derived solely or even primarily from the preceding articles of this series, but is based also upon constant association and discussion with members of the faculty of the Department extending over a period of nine

¹ See volume xxxiii, numbers 4-8.

years, and upon observation of and reports by undergraduate and graduate students in the College of Education who have had first-hand experience in the Department.

The College of Education markets teachers in the public schools and in colleges. It is concerned that the workmen it sells have themselves something to contribute, through the performance of their jobs, that is of value to young people who are not going to become school teachers or college professors, as well as to those who do contemplate such careers. We believe therefore that the purposes of the College of Education at Ohio State University are made more effective by the fact that the Romance Languages Department of the University has other objectives than the one of preparing college students to become teachers of French and Spanish to High School students, who, in turn, will come to college to become teachers who will teach High School students, and so on in a closed circle of academic preciosity.

The College of Education of this institution is also definitely committed to the conviction that High School and College instructors, no matter what subjects they teach, are more effective and useful as persons who teach, in direct proportion to their ability to continue throughout their lives to enlarge their understandings, appreciations, and participations in the life of the world in which they live. Any subject in the college curriculum that will contribute to this ability and any approach to the teaching of any subject which is designed to increase the effectiveness of the subject for the accomplishment of this purpose, or to its effectiveness for a greater number, are of interest and importance to the College of Education. The redefinition of the purposes of Romance Language teaching by the Department at Ohio State University and its attempts to discover the means most appropriate to the accomplishment of these purposes command the interest and hearty support of the College of Education.

This paper is written, therefore, primarily from the standpoint of appreciation of the efforts of the Romance Languages Department to contribute to prospective teachers of French and Spanish conceptions and methods which will tend to make the languages in high school and college "practical" subjects, in Professor Havens' sense, and of the efforts of the department to emphasize for prospective teachers of other subjects the value that French and Spanish may have in extending the range of their ability to understand, appreciate and participate in the world in which they live. The basic interest of the College of Education is concern for a type of education that is functional in the American society that exists outside of as well as within college walls.

Having now, perhaps, made clear the attitudes and interests of the writer with respect to the program of the Romance Languages Department, it is possible to proceed with less danger of misunderstanding to a discussion of the objectives and methods of the Department and to a concluding eval-

uation of what appear to the writer to be the weaknesses and the accomplishments of the program.

The difference between the objectives of Romance Language teaching at Ohio State University and the objectives of more conventional situations cannot be defined accurately by describing one as functional and the others as non-functional. Probably there is nowhere a Romance Language Department that does not successfully intend to serve functional purposes in the sense that it aids in the satisfaction of interests and purposes that actually exist in American society outside as well as within the academic environment of college and university campuses. There are people in the world who delight in the construction or understanding of the analytic and synthetic processes involved in grammatical systems. There are people in the world who derive great satisfaction from literature in a purely ornamental sense, or in the sense of beauty for its own sake, or in the sense of providing a field for analytical or historical erudition. There are many people whose chief satisfaction in golf is derived from analysis and systematization of the various strokes and shots. There are others whose lives are made richer and happier by crossword puzzles. Grammar, "pure" literature, motion studies and cross-word puzzles are all functional in the sense that for select classes they serve useful purposes in satisfying highly specialized needs. It is even probable that these specializations, including systematic grammar, may contribute usefully to many whose interests are distinctly not those of grammarians or literati, just as motion studies of golf strokes may result in practical suggestions for the man who uses the game as a game and not as the occasion for self-torture. Perhaps even cross-word puzzles may in certain cases of mental disturbance have therapeutic values.

Neither the Romance Languages Department nor the College of Education at Ohio State University refuses to recognize that grammar for grammarians, textual criticism for critics, belles lettres for aesthetes are functional. They have no wish to deny to these persons their right to exist, receive training and take satisfaction in their accomplishments. The difference in objectives between the language departments that make these purposes central in their program and the Romance Languages Department at Ohio State University is that the Department here refuses to give its major emphasis to the selection and training of these classes of specialists. It believes that French and Spanish have the ability and the responsibility to serve usefully a far wider range of life interests—interests that include many more scholarly purposes, professional uses, social needs and individual satisfactions. The difference lies primarily in the variety and range of subject matter, practical, social and individual purposes that the teaching objectives of Romance Language departments are designed to serve.

It is perhaps desirable to recognize at this point that the most traditional and conventional teachers of modern foreign languages also adhere sincerely to the claims that they too have other objectives and that they

too are rendering useful service to other aspects of living with which men are engrossed. The writer of this article has no desire to deny either claim. No doubt many Romance Language teachers actually do very earnestly and seriously wish to accomplish results which the traditional and many of the newer materials and methods are ill adapted to bring about. No doubt also the study of grammar and linguistics does sometimes affect a few of the students in ways more vital to them than grammar and linguistics could ever be. It is one of the interesting phenomena associated with our ignorance of human psychology that so frequently causes seem to be inappropriate and inadequate to produce the effects that apparently may be ascribed to them. This does not, however, affect the fact that appropriate and adequate means are more effective in education than are inappropriate and inadequate ones. One may more accurately judge the reality and vitality of a purpose by the appropriateness and adequacy of the means adopted for its accomplishment than by the vigor and eloquence of its verbal assertion.

This brings us to "methods." Any discussion of teaching sooner or later gets around to this topic. And immediately a host of confusions and misunderstandings are introduced. The term is correctly used and understood to mean everything from tricks and devices to principles of psychological and social procedure. The scale runs from trivial device to important principle. The confusion arises from the fact that while the word "method" may be applied correctly to any of the ways of doing things, it gives to a specific method no definite position of relative or functional importance. The discussion here is introduced by the intimate relationship that exists between objectives and the means adopted for the attainment of purposes. The discussion will not concern itself with a review of the methods of the Romance Languages Department so well described by preceding articles, except as they must be mentioned specifically in order to illustrate three conceptions of methods that appear to the writer to be central in the thinking and practice of the department. All these methods are of the first order of magnitude, not of the trivial or device rank, and derive from well established psychological principles of learning. All are intimately related to the variety and breadth of the department's objectives that arise from its belief that French and Spanish have functions to perform in addition to the preparation of linguistic specialists. For convenience and want of better terms we shall label them the methods of multiplied stimuli, of interest motivation and of individual differences.

It is a sound principle of psychology that increasing the number and kinds of impacts designed to produce a given or desired result tends to quicker and more effective learning by the normal individual. It is perfectly correct, therefore, to refer to "multiplication of appropriate stimuli to learning" as a method. This method is obviously central in the procedures of the Romance Languages Department at Ohio State University. It is the

attempt to adhere to this method that leads the department to utilize, separately and in as many combinations as is possible, eye, ear, tongue, hand, individual reaction and group response as frequently as the situation permits. No doubt, if it were possible, the department would demand that students taste and touch the language.

Since the department has adopted this method as one that is psychologically sound it refuses to place sole or over-emphasis upon any one or two of these ways of experiencing the language or upon any single combination of these experiences. For the same reason the Department minimizes translation as a method of language instruction, since translation is a method which deliberately neglects or sets aside opportunities and time that might be better used to combine seeing, hearing and speaking the language itself. In fact translation is a test of ability to do something that is not actually functional in learning the foreign language. Translation is an attempt to say in another way through a different medium what the foreign language says.

Dominance in the Department of the basic method of multiplying stimuli places use of each of the subordinate "methods" of reading, writing, hearing or speaking in quite different perspective from that which it has when it is itself regarded as a distinct, valid method in its own right, standing by itself upon its own feet. To speak, therefore, of the Romance Languages Department at Ohio State as using each of these "methods" is somewhat misleading, since, in fact, these are merely aspects of a more fundamental method, that of multiplying appropriate stimuli. From another standpoint, this is merely another way of saying that the language is not learned until it is learned in relationship to all its uses—seeing, hearing, speaking, writing—and that each of these experiences has a contribution to make to even an elementary command of the language.

The method of multiplying stimuli also has application in the method of selecting materials for language instruction at Ohio State. No one class of materials—handbook, literary text, historical treatment or whatnot—is used exclusively even at the beginning of instruction. Students are provided and find their own materials in books, magazines, journals, newspapers, upon a wide range of topics. This is important, not solely with respect to variety of subject matter but almost equally important from the standpoints of variety of purposes in the writing and of varieties in style and vocabulary. Many of us learned to read Caesar, then Cicero and so in turn, Ovid, Livy and the Latin dramatists, and never did learn to read Latin.

The second method of primary importance that the Department of Romance Languages at Ohio State University uses in its instruction with some degree of seriousness is that of interest motivation. As Professor Monroe puts it in his article, "we attempt to find the surest contact with the student's individual interest, whatever it may be." Again it is a sound principle of psychology that interest which is vital to the student provides the

strongest kind of motivation for concentration of attention and the expenditure of effort.

This is a waving rag to those who adhere to the dogmas that learning is valuable only as it is hard and distasteful, and that discipline is compulsion applied by an agency external to the student. It is difficult to understand how the position of "education as punishment" can be maintained by men who themselves suffer gladly the labor and weariness of scholarly work. Because of their absorbing interest in the attainment of ends that they personally value so intensely they frequently drive themselves to the limit of exhaustion. Nothing is too difficult or too monotonous if it leads to the attainment of their purposes. No doubt adherence to the doctrine of difficulty and suffering arises largely from inability to understand that not all men's interest are their interests, that one man's meat is another man's poison.

The Romance Languages Department at Ohio State University, insofar as its program exemplifies adherence to the method of interest motivation, assumes that students do the hard and difficult thing if the reason for doing it is one that appeals strongly to the student as being worthwhile in the furtherance of his interests. The Department further does not make the mistake of substituting temporary, external rewards and punishments, which undoubtedly provide a kind of motivation for effort, for the lasting interests and purposes which students will carry through their lives. The faculty of the Department is fully aware also that their own interests in scholarship, in literature, and in linguistics are not motivating forces in the lives of very many students.

The third method of the Department is one which recognizes and makes provision for the fact that every person is a unique organism. Modern psychology has added emphasis to what all students of human nature have previously known in regard to the extraordinary variety and range of individual differences. A recognition of the fact of individual differences reinforces the Department's adherence to the method of multiplication of stimuli. The insistence that the student experience the language in every way possible and that he be touched by a great variety of foreign language materials insures to a considerable degree that each of a very much larger number of students will find the method and content that will serve as the most effective instrument of language learning for him. The method of providing for individual differences is, of course, closely associated with the method of motivating interest.

Criticisms of the program of the Department of Romance Languages which the writer of this article would suggest all arise from the apparent inconsistency of certain practices with what appear to be the central and controlling features of the Department, or from failure to carry to logical conclusions in practice, principles that are central. Only three examples need be mentioned.

Professor Monroe has pointed out in the opening article of the series that the method at Ohio State, while called the method of "social approach" is only a name intended to indicate the belief and experience of the Department that the social interest touches more students more vitally than almost any other concern that is persistent in their lives. Yet tests conducted on a very wide scale to discover student social interests and attitudes show that these matters are not so highly important to students of college age as mature persons would sometimes like to believe. In practice, instruction in the Romance Languages in this institution provides a considerable degree of interesting contact for the student with materials that are not primarily of social character in the narrow sense. It would seem, however, that if the widest variety of interest is to be utilized and served, somewhat more emphasis might be put upon these classes of materials.

A second point, closely related to what appears to be a failure to give sufficient emphasis to a variety of interests, is of special importance during the program subsequent to the fourth quarter. Provision for pursuit of literary interests, even though socially interpreted, is the only interest provided for through the instruction of the department. Professor Fitch, for example, defends the literary emphasis and selection of materials by stating that "as anything in life is related to real literature, this is rather a change of approach than a limitation of material, and it is further favored by the fact that there is a larger proportion of students of literary tastes than in preceding courses." A concession during the fourth quarter is made to other interests by providing that one book which the student reads "need not be literary." Except in a few courses, the Department very definitely marks the fourth quarter as the end of instruction for those who do not have literary or linguistic purposes. If the principle of individual differences and interests were carried through, it would appear that other areas of special interest, such as the historical, the scientific, or the sociological or the political, might well be provided for through courses of reading in these fields. No doubt it is assumed that the student will have attained sufficient knowledge of the language to pursue his reading in these other fields of specialization, but it is to be feared that subject matter departments and professional areas do not sufficiently encourage their students to utilize their romance language knowledge. This may be due to the fact that so few subject matter and professional fields have had experience of language learning which has objectives similar to those of the Romance Languages Department at this institution. It certainly cannot be due to any lack of important and appropriate materials in the languages.

In its statement of objectives and in its methods, the Department is very definitely committed in general to a functional approach and result. It appears somewhat inconsistent that there survives an emphasis upon the aspects of language instruction that are not functional for the non-language specialist. Reference is intended especially to adherence to grammar in

somewhat systematic form as an objective, although this is frequently minimized by the articles and by the Department program. One of the writers speaks of "utilizing what is good in grammar," but does not indicate what the functional goods are. Reference is made at still another place to "other and more natural ways" of dealing with grammar in the class, but apparently systematic grammar in home preparation is still involved. Still another sentence reads as follows: (*Italics are mine*) "*Ever so discreetly* we begin to show that there are simpler ways of saying things than traditional grammar offers." No doubt some of the attention to systematic grammar which survives may be ascribed to a hidden desire to maintain respectability in the sight of colleagues, since grammatical knowledge has traditionally been so largely regarded as a dominant value in language study.

The primary virtue of the program of the Department of Romance Languages at Ohio State University lies in the fact that it definitely recognizes objectives other than the traditional ones and does not insist that traditional methods of language instruction are the best possible ones for the attainment of these newer, broader purposes. In seeking to discover the most effective materials and methods for making the Romance Languages valuable tools in the work and living of students who will never be language majors or specialists, it believes that it has found also that these materials and methods serve more effectively than the old, conventional ones in the education of specialists in the languages. Tests and other means of evaluation seem to substantiate this conclusion.

In so far as the Romance Language Department has succeeded in making its objectives appropriate to the diverse interests of a greater variety of students and has devised means for the specific attainment of these purposes, it has abandoned the cultist attitude which has characterized the educational philosophy of so many subject matter fields, including conspicuously the foreign language fields. Instead of preaching a gospel of educational salvation which operates in a kind of magical fashion when the student "takes" the subject, the Department makes a more realistic and scientific approach to the problem of education. It rejects the test, "How hard, that is to say, how painful and uninteresting in the acquisition, is the subject?" and accepts the test of, "By their works ye shall know them."

Foreign Politics in the Classroom: A Problem for the Modern Foreign Language Teacher

HENRY GRATTAN DOYLE

The George Washington University, Washington, D. C.

(*Author's summary.*—What happened to the study of German in 1917–18 may happen again in 1939–40 to German and to other foreign languages. Foreign language teachers must divorce the study of modern foreign languages, literatures, and cultures from politics. As teachers, good sense suggests self-imposed limitations upon the freedom of speech and action to which we are unquestionably entitled as citizens. The study of foreign languages should stress the things that bind men together, not those that divide them.)

THE increasing tension in international relations throughout the world, growing out of the wars—declared and undeclared—and rumors of wars that have made recent years a nightmare to all who still give more than lip-service to the Christian ideal of the Fatherhood of God and the Brotherhood of Man, has a special importance for teachers of modern foreign languages and for the subjects they teach. Most of us remember too clearly what happened to the study and teaching of German in American schools at the time of the last war to fail to be concerned as to the fate of the modern foreign languages, or some of them, should another war break out. Even if our own country should keep clear of involvement—and God grant that such may be the case!—our undoubted sympathies as a nation with the so-called “democratic powers” would probably create similar reactions. The parallel with 1917–18 is unmistakable. Everything connected with the countries on the wrong side of the conflict would be suspect to a large element in our population. It is not hard to recall how sauerkraut was rechristened “Liberty cabbage” and Vienna rolls, Dresden china, and German art and music became anathema to some super-patriots whose emotions got the upper hand of their intelligence. Laws were passed in some states forbidding the teaching of German in the lower grades.¹ And in this tidal wave of infantilism the study of German practically disappeared and thousands of teachers of German either lost their jobs or were forced to turn to the teaching of other subjects, for which some of them were but poorly prepared.

In attributing—in part—to American infantilism what happened to German, I mean that the emotional outburst against the study of German was on a par with other manifestations among our people of delayed adulthood, such as goldfish-eating contests between college students, warlike pacifists, the Ku Klux Klan and other “bunds,” individuals who demand free speech and the protection of democratic processes for themselves while insisting that they be denied to others, and the like. Other instances will occur to every reader. The fact that the destruction of German as a school-subject came at the very time when as a nation we needed more knowledge

¹ These laws were, I believe, declared unconstitutional by the Supreme Court—after the war!

of German, rather than less, strengthens the indictment of us as a nation for childishness and lack of sober common sense. I should add that we are not of course the only sufferers from the disease of national infantilism. Witness the European scene. But I forbear pressing the point.

I have laid the collapse of German "in part" at the doors of American infantilism. If we are to be frank, however, we must admit that in part, at least, it was also caused by the indiscretions, or folly, or lack of good sense and good taste, of a few German teachers or German sympathizers, who helped to provide the excuses, however flimsy, that mass-hysteria can always somehow find ready to hand. Indiscreet remarks in the classroom, misinterpreted by adolescent minds and repeated with ever-growing emphasis and ever more lurid details, fed fuel to the flames. Educational administrators, some of them already a prey to inferiority complexes because of their own lack of acquaintance with foreign languages, joined, through congenital timorousness or congenital prejudice, the popular hue and cry. The use of German for propaganda among so-called German-Americans was freely charged. The "little Americans" had a field-day, and the study of German in our schools has only slowly, never fully, recovered from the blow.

My only excuse for recounting this unpleasant chapter in our cultural and educational history is to draw a lesson from it—in fact, two lessons. The first lesson is that what mass-hysteria accomplished once it can accomplish again. What happened in 1917–18 may happen in 1939–40 or at any time, and the victim may be any one or all of the modern foreign languages commonly taught. The second lesson is even more direct for us who teach modern foreign languages. We must set a guard upon our tongues, our pens, and our affiliations, that we may not give any excuse, however slight, for those who would turn mob emotionalism against us. We must remember, every day and every hour, that we are teaching American children in American schools. Especially does this obligation lie heavy upon those among us who are foreign-born. The native-born American—provided his name does not "sound foreign," in which case birth here is no protection—may say or do things that the foreign-born American citizen cannot say or do without being subject to misunderstanding or misinterpretation. But in the last analysis none of us should say or do them. We must all "watch our step." The future of our subjects is largely in our own hands. We must be wise and courageous, not merely courageous, as some unwise German colleagues undoubtedly were twenty years ago. My counsel is the counsel of prudence. I believe it is farsighted. I think it should be followed *now*.

We have but one real job—to preserve the modern foreign languages in American education. To justify their retention we must prove that they deserve to be retained. That is best done by making every effort to improve our teaching. Every bit of time or energy that we waste in squabbling among ourselves over methods, or approaches, or the relative value of one language or culture as against another, is time and energy taken from the

task with which we ought primarily to concern ourselves. And the most senseless, the most stupid, the most criminal way to waste that time and energy is to get involved—we, Americans and teachers of Americans!—in quarrels among ourselves over foreign politics or the rights and wrongs of internecine or international conflicts in foreign countries.

If we have any function—and I think we have—beyond that of teachers of a foreign language, it is to serve as interpreters of the culture of which that language and its literature are a part. But that does not mean that we should let ourselves become in the slightest degree political apologists or—worse still—conscious or unconscious propaganda agents for any foreign nation. If we do, we shall deserve what we assuredly shall get.

Americans are still by conviction isolationists. "European war debts" is still—rightly—a ticklish subject. A substantial portion of our people still retain the old, foolish prejudice that all Europeans are immoral, and that also goes for nearly every aspect of European life or literature. (Consider in this connection the connotation for the average American of the adjective "French" in conjunction with such nouns as "farce," "play," "novel," "situation," "ménage," and even "life.") German and Italian have a special handicap in the American attitude towards dictators. I have as profound a dislike for Hitler and Mussolini and all their ways as anyone, but that does not affect in the least my profound admiration for German or Italian culture. Unfortunately most of our countrymen do not seem to be able to make that distinction, and apparently they find it particularly hard to do so in times of stress.

At its last annual meeting of the American Association of Teachers of German the following resolution was presented:²

Resolved: That the American Association of Teachers of German assembled in its Annual Meeting declares anew its faith in the continuing value of the many elements in German culture which have enriched the spiritual life of this country. We pledge ourselves to maintain and defend the ideals of tolerance, humanity, and individual freedom as represented in the works of Lessing, Goethe, and Schiller. Our sympathy goes out to those teachers in Germany who have suffered or are suffering from intolerance and fanaticism. In this difficult time we believe it to be our patriotic duty to cultivate such common elements of our spiritual heritage as make for peace and understanding.

This is a good statement. It seems to indicate that many German teachers realize that they must "watch their step." Teachers of German have the right, as individuals, to be for or against Hitler, to be pro-Nazi or anti-Nazi. They also have the obligation, in my opinion, as teachers in American institutions to keep German politics, or any suggestion of it, out of the German classroom.

The situation is just as threatening in my own special field of interest, Spanish. In the fairly recent past relations with several Latin-American countries have frequently been on a rather precarious footing. Even now,

² Although the resolution was not passed, there is reason to believe that opposition to it was based not so much on the sentiments expressed as on the belief that the Association should not even remotely take cognizance of a political question.

the prospects of continued good neighborliness with Mexico are clouded by difficulties between American oil companies and the Mexican Government over the expropriation of oil properties.

Even more dangerous, in my opinion, is the divided state of American public opinion regarding the tragic civil war which has afflicted unhappy Spain during the past three years. Its repercussions here are peculiarly threatening not only to the study of Spanish but to our unity as American citizens. Even if the Spanish struggle had presented a clear-cut issue of dictatorship *versus* democracy, it would have been important to follow the dictates of good sense and keep the teaching of Spanish free from confusion with the political claims of one side or the other in the minds of our fellow-citizens. But the issues in Spain were far more complicated than that.³ In the first place it was not a purely national struggle. Spain was the battleground of opposing forces of European "power politics," whose unscrupulous interference in her internal affairs made it obvious that, whatever the outcome, Spain could hardly avoid becoming the helpless cat paw of one or the other group. On one side was Stalin, on the other Hitler and Mussolini—and the latter not merely in the background, but in the very forefront of the action. The situation was made worse by the fact that American sympathies tended to divide in some measure on religious lines. If a Catholic was known to be sympathetic with the Republicans, the more rabid among his fellow-Catholics were likely to denounce him as "only a nominal Catholic"—although a "Gallup poll" showed that a majority of American Catholic laymen were at one time either neutral or in favor of the Republicans. Some of the Catholic clergy became so active in support of the Nationalist cause through speeches, interviews, articles, and "letters to the editor" that Protestants expressed concern, during the discussion over lifting the embargo on arms to Spain, as to whether Catholic declarations that the Catholic Church in America is not in politics, that American Catholics believe in the separation of church and state, really meant very much. On the other hand, Catholics point out that American Protestantism, which made such a loud (and justified) protest over the persecution of Jews in Germany, seems to have made no organized protest whatever against the destruction of churches, convents, and monasteries, the slaughter of priests, and the raping and murder of nuns in Spain.

Whatever our traditions or sympathies, we must admit that such a cleavage on religious lines is unfortunate, especially since its discordant effects may be felt for a long time to come in American life. The intensity of feeling engendered makes the situation still more disturbing. To some pro-Franco Americans, all supporters of the Loyalists were "reds," com-

³ For instance, consider the anomalous position of Catholic authors of "letters to the editor" in attempting to reconcile defense of the Hitler-supported Franco régime in Spain with opposition to Hitler's persecution of the Catholic Church in Germany, the stoning of the Cardinal-Archbishop's house in Vienna, and the like. Or is everything connected with Hitler anomalous?

munists, enemies of religion and morality, "tools of Moscow," apologists for murder and rape and arson. Their intolerant and intemperate invective naturally found its match among some defenders of the Loyalists. I cite Waldo Frank's recent statement in *The Nation*, in an article dealing with the death of Antonio Machado after the flight from Barcelona, that "Franklin D. Roosevelt is among the murderers," because the President did not raise the embargo on arms. "... You are among the murderers," he writes, addressing the President, for "... You did not lift a finger to implement your pleasant phrases about democracy and justice."

It is no more than reasonable to assume that the right was not wholly on one side or the other in Spain's tragic and bloody conflict. Moreover, we are supposed to be Americans, not Spaniards. We have no business to allow our feelings about international questions, or our sympathy for one or the other side in a foreign civil war, to divide us as Americans so fundamentally that we can speak or even think of each other in bitter terms. It is our first duty to be Americans, champions of American rights and interests. It was tragic enough to have Spaniards unhappily divided, to see Spanish civilization threatened, through domestic discord, with destruction. We must not have such divisions here, especially divisions on religious lines, when we so desperately need unity and harmony among our own people.⁴

"But," someone will say, "shall we abandon our right to speak our minds on international questions just because someone else is likely to express himself just as intemperately on the other side?" That is a question for everyone to answer *according to his own conscience as an American*. But even though we may have the right to be imprudent and intolerant in our words and actions and writings as citizens, we have no such right as teachers. And here I have recourse to one of the finest expositions of "academic freedom" I have ever heard, in a speech by Chester H. Rowell, a trustee of the University of California, at the annual meeting of the American Council on Education in 1937. I quote:

"First as to the abstract freedom of speech as a common right of man. Even that is not an absolute right. There is no such thing as the right directly to incite to crime, because if the incitement is direct it becomes a part of the act and it is construed by the law to be an act and not merely a word. There is no right to libel, though there is the right not to be prevented beforehand from committing it, but to be punished for it afterward. It is possible to use words in such a way that they constitute a disturbance of the peace. It is no man's right—and this is often overlooked—in exercising his right to say what he pleases, to require anybody else to listen to it. The correlative of freedom of speech is freedom of listening. The soap-box orator must satisfy himself with such audience as he can get and hold, and in your profession it is necessary to realize that where the audience is

⁴ If Franco lines up, as expected, with Hitler and Mussolini in any European conflict the interests of Spanish will of course be affected equally with those of German and Italian.

compulsory, as it is in schools, the right to speak to it may properly limit itself to the subject of the compulsion.

"The arithmetic teacher in the arithmetic class should teach arithmetic in that class, and if that teacher wishes to expound his views on theosophy, or upon the President's newest proposal, he should do it to an audience which comes voluntarily for that purpose and has the right to leave.

"Ramifying these various freedoms, as I pointed out, freedom of speech is not absolute, and yet freedom of speech, the common right of the citizen, includes the right to do and be a lot of things which the teacher should refrain from being. Common freedom of speech includes the right to be fanatical; it includes the right to be violently prejudiced; it includes the right even not to be stopped beforehand, though one may be punished afterwards for being malicious and libelous and scandalous. These are all parts of the right of common freedom of speech. They should not be prohibited, but men of intelligence and good taste do not do them, and it is perfectly arguable that he who chooses to do them thereby demonstrates his disqualification for a position in which good sense and good taste are primary qualifications.

"So also the teacher should have the right as a citizen outside the classroom to do the things that any citizen may do, but also should have the responsibility as a teacher not to do those things in a personal capacity which may seem to involve the institution in its public capacity; in other words, to exercise that good sense and that good taste which belong to the members of a learned and highly qualified profession."⁵

As an American, I despise and hate the things for which Hitler and Mussolini and Stalin stand. But I do not despise or hate the German people, or the Italian people, or the Russian people, or any other nation or race. Especially should I be foolish to let my feelings about the rulers of a country affect my attitude toward its language or culture. As a teacher it is one of my special duties to help my countrymen, in their thinking, to make the same distinctions as I do between the German language or German culture and Germany's international policies, and likewise for France, and Spain, and Italy, and every other country. Let us say to them: "The fact that we are opposed to a particular political régime, whether communist or fascist, should have nothing to do with how we regard the traditional national culture of the country which has the fortune—or misfortune—to be under such control. The fact that we disapprove, as so many among us undoubtedly do, of Stalin, Hitler, and Mussolini, should not affect our attitude towards the language, the literature, the fine and applied arts, and the music—the real civilization, in short, even though temporarily in eclipse—of the countries which they happen for the time being to dominate."

Does this mean that we teachers must remain silent when things we

⁵ From "The Relationship of the Various Freedoms of Speech" by Chester H. Rowell, *Educational Record*, July, 1937.

rightly regard as sacred are trodden under foot by dictators? Are we to "pussyfoot" while freedom of speech, freedom of the press, freedom of religion—indeed, all the things that are summed up in our "Bill of Rights"—are trampled upon by totalitarian régimes, democracy ridiculed, and religion abused? No; we still have our rights as citizens, and it would be a violation of those very rights if we could not express ourselves in their defense. But we should express ourselves as ordinary citizens, in public forums open to all citizens, not in the forums in which we alone are privileged to speak because of our special position as teachers.

Many cases of alleged violation of academic freedom arise from the inability or unwillingness of some teachers to recognize the distinction between the teacher as teacher and the teacher as citizen. Our pupils are not entrusted to us to serve as involuntary audiences for expositions of our original ideas on domestic or international politics, or on social or economic problems, or for discussions of our "pet peeves," or dislikes, or enthusiasms.

If we hanker to be agitators, let us play the game fairly. Let's supply ourselves with soap-boxes, like other citizens with oratorical axes to grind, and do our haranguing, if harangue we must, where the community expects us to do it—on the street-corner. For one thing, no one is compelled to listen to us there; and if we insist on making fools of ourselves, the curious passerby merely needs to move on. Our pupils unfortunately have no such recourse. In fairness to them and to the community which assembles them for us and expects them to respect us and give considerate attention and a courteous hearing to what we have to say, we should confine ourselves to matters concerning which we are presumed to be experts and upon the mastery of which alone our claims to a privileged position are based. We have no right to turn our lecture halls and classrooms into miniature Hyde Parks, our platforms into figurative soap-boxes. As private citizens we have the right to preach any "ism" we see fit, to be as wildly enthusiastic or violently condemnatory as we choose. As teachers we have no such privilege. As teachers we are expected to be impartial, unbiased, impersonal, objective, unemotional, well-balanced, scientific, skilled in the presentation of conflicting points of view with fairness to all sides. In short, we are expected to stick to our respective lasts. Let's do so.

I realize, of course, that some of my colleagues will not agree with my point of view. But whether accepted as right or wrong in principle, surely no one can deny its prudence. The future of our subjects is at stake. Another body-blow, such as that received by German twenty years ago, may be the *coup de grâce* for all foreign language teaching in the United States.

The complete divorcement of American scholarship in the field of the modern humanities from European political, racial, and religious conflicts was emphasized by the Modern Language Association of America in a resolution adopted in a general session held on December 29, 1938 during the fifty-fifth annual meeting of the Association:

Resolved: The Modern Language Association of America, as a body of scholars and teachers devoted to the advancement of research, makes no discrimination among persons based on racial, religious, or political preferences. It regards such discrimination as disadvantageous to its free, unbiased, and co-operative endeavor to discover and disseminate truth.

Let us as teachers follow the spirit of this resolution and that previously quoted. Let us stress the things that bind men together, not the things that divide them. Let us as teachers and scholars sing the praises, not of the transitory leaders, the politicians, the demagogues or dictators of any nation, but the artists, the writers, the thinkers, the scholars and scientists and philosophers and priests and humanitarians, whose reputation is everlasting. They are the men and women to whom humanity must look for the ultimate solutions to the problems of human destiny. It is they whom I had in mind in my introductory remarks two years ago as chairman of the Washington observance of the Pushkin Centenary:

"It is peculiarly fitting that we should hold these commemorative exercises, bringing together, in a land far removed from the homeland of this great man of letters, persons of many different origins, and languages, and backgrounds, and beliefs. A great artist may be in the highest degree national; but if he is to be numbered among the truly great he must be at the same time a universal figure. It is the common humanity of great writers which makes those of alien blood or alien speech eager to claim a great artist as their own. Great poets, painters, sculptors, musicians, philosophers, and scientists belong to all the world. It is the very fact that they hold this unique place in the minds and hearts of their fellow-men that proves their greatness. Because they represent fundamental human qualities, they stand above all ordinary limitations of race, nationality, religion, or political or economic beliefs. In a very real sense, they bring out in relief the common feelings, the common hopes and aspirations, of all humanity; and while a special pride of origin rightfully belongs to the race and people from which they spring, a greater glory lies in their human-ness, their universality—the qualities that give permanence to any work of art."

Our true sphere of activity as teachers of modern foreign languages is likewise not the narrowly national, but the broadly human, the universal, the "humane." We can aspire to no nobler function.

AUTHOR'S NOTE: This article was written in February and March, 1939, and published, in abbreviated form, in the Middlebury College *News Letter* for June, 1939 under the title "Language—Not Politics." It is here printed almost exactly as written. I make no apologies for not having foreseen the shift in Soviet Russian policy that made the Nazis and Communists political bedfellows and left Italy and Spain, temporarily at least, in an anomalous position as members of Hitler's "Anti-Comintern" bloc but not members of his curiously named "Non-Aggression" bloc. Factual discrepancies, however, do not in my opinion impair the validity of the argument. Foreign language teachers must now, obviously, more than ever "watch their step."

Some Principles of Unification Applied to the Language Arts

WALTER V. KAULFERS

Stanford University, California

THE well-being of a people and their capacity for orderly progress in the interests of the common welfare are ultimately dependent, at least in some degree, upon the cultural unity which they possess in language, customs and mores, and philosophy of life. This fact has been recognized in the education of youth almost from the beginning of human society. In American education it was recognized generations ago through the introduction of common background work for all children, often by legislative mandate, in the form of required training in such fields as English and American history and government. These fields were intended to serve an integrating function for the purpose of providing the degree of cultural unity necessary for the conservation and orderly progress of the nation. In a sense, they constituted the core curriculum for the nation's youth.

As such, however, they did not occupy all the school time of the children. Provision was made for the education of the learner in fields which would increase his effectiveness as a producer of goods or services or which would enrich his life as a member of society. Obviously, the offerings introduced to serve individual needs were not considered less important. It was natural, however, that such offerings should have varied more widely in kind and degree of training provided, and that many of them should have been introduced into the educational program either as requirements only for special groups of students or primarily as electives.

With the increasing interest on the part of our citizenry in college and university education, a third purpose began to dominate the field of education—that of preparation for institutions of higher learning. Owing to the powerful social prestige attached to college preparatory curricula, the trend has been overwhelmingly toward enrollment in offerings which provide a ticket of admission to the university. In some communities the increase has been almost in the nature of a stampede—to the extent, in fact, that the guidance of school counselors has often been overruled by the insistence of parents on the democratic rights of their children to “keep up with the Jones’s.” Thus it is that many secondary school pupils are today enrolled in curricula which serve merely as a formal preparation for something which is never attained by more than five to eight per cent of the nation's youth.¹ Thus it is, too, that the fundamental purpose of education in any society has at times been defeated in our secondary schools.

The current trend in American education represents in part an effort

¹ Walter V. Kaulfers and Holland D. Roberts. *A Cultural Basis for the Language Arts*. Stanford University Press, 1937, p. 34.

to re-orient the program of the school in such a way as to serve the needs of all children, without sacrificing its social obligation to provide a common basis for the cultural unification of our people. In some quarters this trend has given impetus to the concept of the core-curriculum as including those basic fields of educative experience which *all* children should desirably share if society is to maintain an orderly course on the sea of social change.

It is in the nature of things that this core-curriculum should draw heavily upon the field of English language and literature, and upon the nature and backgrounds of American institutions. It is only natural, too, that these fields should be fused at certain levels into orientation or core courses. No great literature, for example, can be fully understood or appreciated except in the light of its social conception. The world's greatest books were written, not as an exercise in language nor as an illustration of form, but for a creative social purpose. Thus a program which brings the two fields into such an intimate rapport that they reinforce and strengthen each other does not involve a sacrifice of significant values, but rather a cultural gain in the way of broader and deeper insights that will give the student a better picture of life as a whole as a basis for effective participation in the life of society. The approach of the traditional curriculum has been sorely deficient in providing the broad, balanced perspective needed for effective living in the modern world. It has left to immature minds the difficult task of fusing fragmentary impressions into significant wholes. As a result, some of the most important insights that give meaning and direction to life—that make education itself really significant—have been lost entirely. The realization of this loss has given impetus to the movement toward unification in basic fields.

Unification thus implies the organization of learning programs on the basis primarily of the insights needed for effective living in modern society, and for the development of balanced personalities, rather than on the basis exclusively of form as represented in traditional classifications of subject-matter. The fusion of content from two or more fields as attempted through the medium of core-courses is but one of many means for helping the learner in the difficult task of enlisting all those relevant experiences and learnings from his in-school and out-of-school life which are needed for the development of functional insights into the problems of human living and for the building of well-rounded personalities.

That unification involves the ultimate scrambling of all subject-matter into a nondescript pot-pourri is, of course, a misapprehension. Indeed, fusion has so far been confined almost entirely to orientational core courses, which in their totality at the secondary school level hardly occupy more than one-third of the pupils' time. There is and always will be a place for special offerings which meet the needs of special groups of pupils. That unification involves a sacrifice of skills in the basic tools of learning is likewise a misconception. It merely attempts to place the skills in their proper place

as means to ends by supplying them with an immediate purpose in a dynamically significant setting. Enough evidence is available to indicate that skills developed in isolation as ends in themselves are not learned as effectively as when practiced in immediate connection with content that has meaning to the pupils in terms of a significant purpose. More than this, there is every reason to believe that skills developed in any other way either function without purpose in later life, or do not function at all.

While unification has thus far been attempted almost exclusively in that fraction of the total school program which is intended primarily to develop well-balanced personalities and the degree of cultural unity indispensable to the life of any people, the realization is growing that other fields besides English, American history, or physical education, can offer significant contributions to these objectives. Art and music, for example, are in many ways as important unifying factors in individual and group life as literature. Thus the core-curriculum has endeavored to draw upon these resources as means for making its program richer and more effective. In so doing, it has in no case displaced special offerings in the field of music history or appreciation, harmony, or art. It has merely related art and music to that indispensable minimum core of cultural experiences which *all* pupils should possess as a basis for worthy membership and wholesome living in American society. In so doing, the core-curriculum has integrated art and music. Insofar as special offerings in art and music have reinforced the work of the core-curriculum in contributing to the realization of its central objectives, to that extent have art and music been unified in the common background of experiences of pupils.

From these examples it is evident that the unification of special fields with the core-program of the school can be achieved in several ways: *e.g.*,

1. Through the selection of content and learning activities which will directly or indirectly supplement or reinforce the central unifying objectives of the core-curriculum in terms of different avenues of approach.
2. Through the fusion of relevant content from the special fields with the core-program.
3. Through the introduction of such orientation courses in special areas as will contribute simultaneously to the realization both of the central objectives of the core-curriculum and of the more specific aims of the special fields.

These three alternatives are open to all teachers. The question of unification as it relates to the field of the language arts—the foreign languages and English—therefore, is fundamentally: Can the language arts contribute to the realization of the central objectives of the core-curriculum of the school without loss to the special objectives for which pupils are enrolled in the field? If the answer is in the affirmative, then the significance of the language arts as fields of culture in American education will be greatly increased and their position immeasurably strengthened by their direct rapport with the heart of the curriculum. If the answer is in the negative, then the language arts will have to rely exclusively on their ability to demonstrate objectively that the learners are achieving the special aims

of the field. It is, therefore, appropriate to consider briefly the primary objectives of the traditional English and foreign language courses, and to inquire to what extent outcomes in terms of these objectives would be sacrificed or enriched through unification along the three lines indicated.

Certainly abilities to understand and use language as a means of communication in reading, writing, or speaking are special objectives of pupils enrolled in English and foreign language courses. As special skills *per se*, however, these abilities have no more bearing upon the central goals of the core-curriculum than has proficiency in typing, shorthand, or any other special skill. A skill has meaning only in terms of the use to which it is put. Its social or cultural significance does not lie solely in the degree of potential mechanical proficiency involved, but in the results which the skill achieves. It is therefore evident that any language program in which the skills are not put to effective use as means for attaining socially or culturally significant outcomes until after the large majority of the learners have either left school or been dropped from the courses cannot expect to integrate in any significant way with the central unifying objectives of the core curriculum, for these far transcend mere literacy.

The conclusion is thus inescapable that if teachers of the language arts wish to tie in their work with the fundamental purposes of the school—the building of well-rounded human personalities and the development of a desirable degree of cultural unity in our citizenry—they must provide learning situations in which the skills in reading, writing, or speaking are developed *from the beginning*, in and through practice that yields immediate results in the nature of desirable attitudes, interests, appreciation, or insights, or in the way of socially acceptable modes of living. Unification then becomes significant in the degree to which such outcomes are consciously achieved by the pupils. The linguistic medium through which these outcomes are realized is not of primary importance, although it is evident that any special offering which yields such results, while increasing in addition the pupils' ability to communicate in another language, possesses more values than an offering which yields only one type of outcome.

Fundamentally, therefore, the issue raised by any proposal to unify the language arts with the core curriculum is the question whether or not the linguistic abilities can be developed as effectively as at present through practice that yields immediate returns in the way of outcomes that have meaning for individual and group life in our society.

In the light of such results as have been obtained by developing abilities in language from the start in and through meaningful content, the answer to this question would seem to be in the affirmative.² This, in a sense, would seem to be only logical, for language is primarily a vehicle for the communication of feelings, wants, and ideas. It was never developed as a

² The Stanford University Education Faculty. *The Challenge of Education*. McGraw-Hill Book Company, Inc., New York, 1937, p. 251. Robert D. Cole and James B. Tharp. *Modern Foreign Languages and Their Teaching*. D. Appleton-Century Company, 1937, p. 90.

skill except in a social situation involving always a speaker and an audience linked by content in the form of *meaning*. It would, therefore, seem illogical to regard form as separable from content, or to expect any language program to be highly successful in developing ability to communicate which attempts to teach form in isolation from content, or in a setting which bears little relationship either to the essential nature of language or to the conditions in which it can function effectively.

Extensive research into the functional value of formal training in English grammar as a means of improving the pupil's ability to use English fluently and correctly, supports this view. Abundant evidence is available to show that pupils who have been taught the rules and terminology of English usage in terms only of formal exercises (rather than in immediate connection with their *own* efforts to communicate something of interest or significance to themselves) do not speak, read, or write English either more fluently or more correctly than pupils who have had no formal training of this kind at all.³ The guiding principle of the emerging curriculum in English, therefore, is that form and mechanics can be taught best in connection with the pupil's own speech, when preparing to write or speak about something which he wishes to communicate so as to interest, influence, or inform some real person or audience—not always just the teacher.

It is well to consider whether this principle does not have at least a certain degree of significance also for the foreign languages—for, though the two fields may be different, the psychology of learning among children is not. That the application of this principle to the learning program in foreign languages presents more difficulties than in English is obviously true. That its application in certain localities may run counter to the formal entrance examinations of conservative colleges and universities likewise cannot be denied. Yet, it is doubtful if these handicaps need block all efforts to promote the effectiveness of the foreign language program in realizing its own central objectives, or frustrate all attempts to increase the significance of its contribution to the basic purposes of the modern school. It is interesting to note, for example, that some of the most successful attempts to enrich the foreign language program in terms of socially and culturally significant values, and to develop skill in reading, writing, or speaking through the medium of content that has meaning in terms of such values, are to be found today in the lower division programs of colleges and universities.⁴ The most college-centered high school or junior college teacher therefore, does not lack worthy precedents to follow.

³ The Stanford University Education Faculty, *op. cit.*, p. 251.

⁴ a. Stephen H. Bush and Grace Cochran. "The Iowa Plan," in *Education*, Vol. LVII, No. 7, pp. 417-422. (March, 1937.) b. André Morize and Howard C. Rice. "Introduction to France: An Experiment," in *Education*, Vol. LVII, No. 7, pp. 427-432. (March, 1937.) c. Dorothy Page. "Experiments in Integration at the University of Redlands: French History, and Music," in *The Modern Language Forum*, Vol. XXII, No. 1, pp. 47-48. (February, 1937.) d. Peter Sammartino. "Foreign Language Work at New College," in *The Modern Language Journal*, Vol. XIX, No. 4, pp. 271-277. (January, 1935.)

The most important problem is one of finding content and learning procedures that make unification possible without sacrifice to the attainment of special objectives in the skill-uses of language. Inasmuch as the description of possible solutions in terms of concrete materials and classroom activities occupies several bulletins of the Stanford Language Arts Investigation,⁵ it would obviously be futile to attempt to present a detailed analysis within the limits of this discussion. The guiding principles underlying these solutions, however, can be summarized in part as follows:

1. Abilities in language should be developed from the start through content that is worth reading, writing, or talking about from the standpoint of the cultural or social significance to the pupil of the information or meaning which it conveys.

2. Outcomes in lower division offerings should be evaluated primarily in terms of the social or cultural significance of the results achieved in the process of developing ability to communicate or comprehend meaningful content.

3. Learning programs should be organized in terms of meaningful *activities* which will enable the children to develop ability in language through abundant practice (in emulation of examples of good usage), instead of through mere theorizing in English about language.

4. Functional practice in special phases of language usage should be provided as needed for the immediate performance of these activities.

5. The traditional preparatory concept governing elementary courses in foreign language should be reinterpreted to permit the development of skills through abundant practice in terms of content and activities that yield immediate values, complete and worthwhile in themselves.

6. Language skills should be developed wherever possible through practice involving learning materials and procedures which, in terms of the central objectives of the core-curriculum, will supplement or enrich (perhaps through entirely different avenues of approach) the common unifying experiences provided for all pupils by the school.

These guiding principles of education are obviously stated primarily in terms of the foreign language *course* in which ability to understand or use a foreign language as a means of communication in speaking, reading, or writing is a special objective.

It should be noted, however, that the language arts *curriculum* may consist of more than one type of offering. Indeed, there is little reason why the secondary school should not emulate the practice of English and foreign language departments in many of our best universities by providing survey courses in foreign cultures, orientation courses in the foundations of language, offerings in world literature, and the like, open as electives to any and all interested students without special prerequisites. Indeed, such offerings are already in successful operation (without sacrifice whatsoever to the traditional courses) in at least seven high schools of California, not to mention schools in other states. Such offerings obviously are not foreign language courses in the usual sense of the term, but they are as legitimately a part of the language arts *curriculum* as courses in music appreciation are

⁵ The Stanford Language Arts Investigation: operating under a grant from the General Education Board under the co-direction of Walter V. Kaulfers, Grayson N. Kefauver, and Holland D. Roberts, Barbara D. Cochran, Secretary. Bulletins XLIII, XLIV, XLV deal specifically with problems of instructional procedures.

of the curriculum of music, or as parallel offerings are of the language curriculum of many outstanding colleges and universities. The opportunities for integration in such courses are so great, and the obstacles to integration so insignificant as compared with those of the traditional English or foreign language course, that consideration of ways and means is not necessary.

But if unification in terms of a reorientation of the foreign language course, and in terms of an eventual expansion of the total language arts curriculum to include differentiated programs is to be realized, what shall be the unifying goal to give meaning and direction to all language offerings? What, specifically, is an example of a central objective which may serve not only to unify the broad field of the language curriculum, but also to relate its outcomes to the basic objectives of American education?

The unifying goal, as defined for the schools participating in the Stanford Language Arts Investigation,⁵ is cultural. It is the development of enlightened Americanism through the building of a creative American culture.⁶

The conscious purpose is to appreciate American civilization as an integral part of present and past world civilizations and to develop cultural integration in the present and future by effective communication of socially significant content, through the medium of the foreign languages and English. The enabling objectives are:

1. To evaluate the various contributions of foreign peoples to the building of American life and culture and to create favorable conditions for such contributions in the future.
2. To understand the part America has played in developing the cultures of other peoples and in developing world culture and to participate actively in the developing of more important contributions in the future.
3. To gain a sympathetic understanding and appreciation of the cultural meaning of the major civilizations, irrespective of their inter-relationships with our own people in the past.

This goal is obviously conceived in terms of a social philosophy of language as man's most precious medium for the creative expression of life—life not merely as it was in the past, nor as it is in the present, but also as it might desirably be in days to come. In terms of this philosophy no approach to language can be considered acceptable if, through a grossly ill-timed or disproportionate emphasis on form and mechanics to the neglect of meaning, it destroys the very nature of language, or the conditions in which language can function effectively. In terms of this philosophy no approach to language can be tolerated if, through an absurd insistence upon adult standards of perfection at levels of maturity where they cannot be attained by boys and girls, it converts language into a disciplinary instrument for the frustration or destruction of any child.

⁶ Kaulfers-Roberts. *A Cultural Basis for the Language Arts*, p. 6.

Correlation Through Co-operation

LAURA B. JOHNSON

University of Wisconsin, Madison

(*Author's summary.*—Because a language expresses the whole life of a people, a foreign language can be correlated with every school subject. Its success depends upon wholehearted cooperation of all concerned. By showing the close relationship between this study and the pupil's other interests, the teacher can best demonstrate the validity of her subject.)

NEVER, since modern foreign languages first achieved sufficient respectability to find a place in American education, have they been so completely on the defensive or so constantly called upon to justify their continued presence in the secondary school curriculum. Is it not true that, in the light of a rapidly changing society and with increasing demands for social responsibility on the part of teachers, that all school subjects have had to meet the same insistent challenge—"What does *your* subject contribute to a new social order? How does *your* subject prepare a student to take part in a democratic society? To what basic needs of adolescence does *your* subject make a significant contribution?"

Whether we like it or not, it is only to the extent that we can make a satisfactory response to those and similar questions that we can hope, or even that we deserve to maintain our place and prestige in the educational scheme. It may be our reluctance to meet that challenge, to face that issue, that is responsible for the sorry plight in which we foreign language teachers find ourselves today. The time is long since past when we can fall back on the argument that the discipline of language study is good for the mental fiber of the student. The old-fashioned theory that it didn't matter what a boy studied as long as he didn't like it, is not only outmoded, but has been almost definitely reversed. One is sometimes prone to assume that the principle of Progressive Education is just the opposite—"It doesn't matter what a boy studies as long as he likes it," and there is undoubtedly much value in such a guiding principle.

With many universities removing language requirements even for graduation in certain courses, we can no longer browbeat our students into taking foreign languages on practical grounds—"cause the B.A. will get you if you don't."

And even those much vaunted cultural values, in which we have basked comfortably for so long, are being questioned and minutely examined by parents, educators, and administrators as never before. Here, too, we are faced by a sceptical public whose attitude is like the fearful pedlar who was assured that the dog wouldn't bite. His query was—"of course, you know it, and I know it, but does the dog know it?"

I do not mean to paint too dark a picture of the present situation for I believe I see one definite cause for it and a possible way out. Never for a

moment have I questioned the value of the cultural content of a foreign language course, but I believe that in the past, we have given lip service to its importance, and continued teaching as though foreign language study were bounded on the north by phonetic symbols, on the south by irregular verbs, on the east by strong declensions, on the west by the agreement of past participles and surrounded on all frontiers by an impregnable Maginot line, bristling with grammatical terminology and technical abstractions. Until we are willing to turn our backs resolutely on that militaristic past of suspicion, scepticism and mutual misunderstanding, and face a future based on a sort of educational collective security we cannot hope to find peace. It is in this conflict between our alleged purpose and our actual practise that we must seek one cause for our vulnerable position today.

It is not by a mere reiteration of the cultural values of contact with a foreign civilization that we can give validity to our subject. Our generation has lost faith in the old shibboleths and in the transfer value of the traditional courses.

Today scholastic achievement is being measured, not in terms of credits accumulated, courses completed, nor even knowledge acquired, but in terms of desirable behavior and of the development of well-integrated personalities, in terms of growth in social sensitivity and tolerance, in terms of the creation of fresh interests. The modern educator is no longer satisfied if students of foreign languages achieve a reading knowledge after two years of study. That achievement is of no value in itself unless it leads beyond the mere reading to a continued growth, to increased sensitivity to all linguistic impressions, to a keener appreciation of all literature, to a more cultivated use of leisure, and through such refining influences, to a broader tolerance, a keener sympathy and a deeper understanding of life itself. In other words, these objectives which we in our wishful thinking have always hoped would come automatically as a result of exposing the students to the technical aspects of language study, must become our immediate aims and must occupy the place of primary importance in our program. Parents, educators and administrators are no longer asking, "What has the pupil learned? How much does he know?" But rather, "What does he do with his acquired knowledge? How does he act? How does he feel? What change has taken place in him as a result of this course?" Unless we can demonstrate that some constructive change has taken place in his conduct, interests and attitudes, then we must admit, however grudgingly, that our course has been for him a waste of time.

It is when we identify our own aims with general educational objectives, that we find ourselves inevitably breaking down subject matter barriers and reaching across departmental frontiers to achieve a kind of educational League of Nations in which each of us can play our part. It is doubtless in the realm of increased international understanding, tolerance and good-will that foreign languages have the richest and most unique contribution to

make; and it is here that they can best supplement and enrich the social studies. The opportunities for such correlation through co-operation are unlimited; they may range from tracing the origin of geographical place-names in the state, names of members of the class, or of prominent citizens of the community, phonetic analysis and study of foreign expressions and proper names used in the history course, to the reading of source materials like the Relations of the Jesuit fathers or the account of the Court of Louis XIV by St. Simon, in the original. Such integration of interests and pooling of resources calls for co-operation of the highest order—for a history teacher who makes it his business to find out which students in his class have a reading knowledge of, or an interest in French, German, Spanish, or Latin, for a language teacher who thinks of his subject as a tool to be used in pursuit of knowledge, and for a well-equipped library, containing foreign books in many different subject matter fields that are not too difficult for second, third and fourth year pupils to read. It is indeed futile for a teacher to preach the value and importance of learning to read a foreign language, if the pupil never has any to read nor any inducement to read it. But let a pupil report to another class an account of something he has read in a foreign language and he has that sense of satisfaction that only an awareness of growing power and achievement can give.

Without attempting to list appropriate reading matter in the various fields, may I suggest that such foreign language publications as *Le Petit Journal*, *La Vie*, *Voyons*, *Amérique* in French—*El Eco*, *la Prensa* in Spanish or *Jugendpost* in German, furnish many interesting articles on Science, Art, Movies, Sports, etc. in language easily comprehensible to second year students. And for more advanced students of French there is a new magazine, *Le Recueil*, published in Quebec which is an almost exact equivalent of our own *Reader's Digest*.

I am well aware that most reference reading in the foreign language, however desirable it may be from the point of view of appropriateness of content, is beyond the reading range of first and second year students and must be postponed beyond the point at which the majority of our students drop out of language study. But using that excuse as an argument against correlation as a guiding principle for the teacher of any subject matter is merely begging the question. After all, it is not just a question of correlating one subject with another, which often runs the risk of being arbitrarily and artificially imposed upon a teacher or class, but rather a question of correlating all subjects with the learner himself, of helping him to integrate what he learns in class into his life-pattern, or identifying his class room experiences with his growing needs, interests and ambitions. It is interesting to note that the majority of students in a beginning class, when asked to tell why they had chosen French, gave as their reason the fact that they met so many French expressions in their general reading. Here, then was a basic need, felt and expressed by the adolescents themselves. The alert

teacher can respond to that need even in the earliest days of language study by basing phonetic explanations and pronunciation drills on such expressions already partly familiar to the students. And what a rich source for integration the very newspapers themselves are presenting, with the headlines bristling with such proper names as Daladier, Maginot, Versailles, Berchtesgaden, Sudeten, Nazi, and the like! Doesn't the awareness of pronouncing correctly foreign names that are on everyone's lips give the pupil the sense of security and achievement that every adolescent craves? And unless studying phonetics and learning rules for pronunciation in the language class results in correct oral usage outside of class, how can time and effort devoted to them be justified? But it is not only in headlines and histories that foreign names and expressions are used. Such names as Lavoisier, Pasteur, and Curie are met in science courses. Many girls choose French because they are interested in dress design and are intrigued by such expressions as *matelassé*, *couturier*, *lamé*, and many others.

Pupils in cooking classes and any pupils who have traveled enough to eat in hotels and restaurants are fascinated by foreign expressions on menus. Art students cannot escape the necessity of pronouncing such names as Rodin, Cézanne, and Gauguin; music students are frequently called upon to speak of Debussy, Ravel, Saint Saëns, Délibes. The language teachers cannot achieve this integration alone, the teachers of other studies should know what language each pupil is studying and use him as a leader in teaching correct pronunciation and usage to the rest of the class. And that is why correlation, to be successful, must always be a cooperative venture.

But the ability to pronounce foreign expressions correctly, after all, is an elementary, a purely technical, and a relatively trivial part of the contribution that foreign language study can make to a well-rounded educational program. I use that merely as an illustration of one way foreign language study may be correlated with a pupil's other interests even from the very beginning of the course.

It is through its emotional content that foreign language study can best supplement efforts of the social science teacher at developing tolerance and international understanding. Unlike most other academic subjects the learning of a foreign language is not only an intellectual achievement but an emotional experience as well. In social science class the pupil *talks* about a foreign civilization; in a foreign language class he *experiences* it directly thru his own emotional response—A pupil who memorizes "Du bist wie eine Blume" or "Erlkönig" or sings "Die Lorelei" and "Stille Nacht, Heilige Nacht" can never feel the same toward the German people as one who merely discusses Hitler's international policy in a history class. The pupil who learns to shrug his shoulders when he says "Je ne sais pas" or to respond to his teacher's greeting with "Bonjour, Mlle."—instead of a casual American "Hello" has a far more subtle understanding of the

French temperament than the boy who thinks of them merely as caricatures of the Alphonse and Gaston type.

How much keener a realization of the seriousness of the international situation a girl has, who reads in a letter from a French correspondent that the schools in Paris were closed during the recent crisis because of fear of air raids, than a student whose only contact with Europe is limited to American headlines!

I use these simple examples advisedly because they are experiences that can be had during the very first year of language study. Even a second year student who has laughed with and at Emil and his detectives, either in French or German, for it is available in both languages, or who has seen such a film as *La Guerre des Boutons*, through his appreciation and understanding of universal boyhood, has come to a realization of the oneness of humanity that no amount of discussion of the League of Nations could ever achieve. The motto of the International Club "Above all nations is humanity"—might well become the slogan of the foreign language class.

An American child who has compared notes about her favorite Hollywood actress or film, with a friend who happens to live in France, Switzerland, Belgium or even Algiers does not need to be told that we are all "sisters under the skin"; she knows it because of her vital and intimate contact with a genuine friend from across the seas.

If this emotional identification with the nation whose language is being learned takes place even in the elementary stages of language study, think how much more significant an experience it becomes, when the pupil is able to read literary masterpieces in the original. Reading the inspiring tale of William Tell will give the pupil a sympathetic insight into German character that will see through the superficial horrors of present day Naziism. Laughing with a French audience at the foibles and frailties of universal human types as revealed through the inimitable genius of Molière, or thrilling to the gallantry and eloquence of a Cyrano will give a depth and a reality to their appreciation of the French contribution to world civilization that *no* history teacher, *no* textbook, *no* class discussion could ever duplicate.

It is in these and similar ways, not through any arbitrary scheme that forces a French class to read Hugo's 93 just because and at the moment, the history class is studying the French Revolution, that correlation can best take place, and that the foreign language teacher can supplement the history teacher's efforts to develop international goodwill. May I remind you that such tolerance will not be automatically developed by the mere act of studying phonetics and writing verb-forms? It will come, if it does come, as a process of slow and gradual growth in maturity and understanding, because the teacher considers broad-mindedness and tolerance to be far more vital outcomes of language study than knowledge of personal pronoun objects and all the uses of the subjunctive; because she considers

discussion of national differences, understanding of foreign customs, objective consideration of American manners, not as static, interfering with the regular program, nor even as pleasant digressions from the normal routine, but as being among the chief justifications for the studying of the language. We need have no fear that such class discussions will detract from the learning of the language itself. However time-consuming they may appear, if wisely directed, they will furnish such a background of interest, curiosity and understanding, they will provide such a vitalizing source of motivation, that the pupils will return to the technical aspects of the language with renewed vigor and enthusiasm.

We may well stop at this point to ask ourselves—what characterizes a tolerant person? What does a tolerant person do? A recent article in the *Reader's Digest* (Aug. 1938) defined tolerance as follows: "It is the positive and cordial effort to understand another's beliefs, practices and habits without necessarily sharing or accepting them."

In terms of student behavior, I should answer the question in the following ways. A tolerant person accepts without ridicule or criticism, differences in speech, dress, customs; expresses sympathetic curiosity about and interest in such differences, seeks cause for differences, reserves judgment until all the evidence is in, accepts without resentment just criticism of his own native customs. And where is he called upon to react to differences, in other words, to exercise tolerance more often than in daily contact with a foreign language and hence a foreign civilization?

Beginning in the initial stages with acceptance of differences in pronunciation, speech patterns and grammatical constructions, is it preposterous to expect foreign language students to build on that foundation by accepting unquestioningly the existence of other ideas, ideals, and ways of living? And is it too much to hope that an acceptance of French or German manners and customs will make our students more open-minded in their attitude to any other differences? It is true that most of our students will never travel abroad nor have a chance to reveal their tolerance on foreign soil. It is equally true that they will rarely have an opportunity to meet a live Frenchman—there are so few in captivity. But Americans are, after all, still in many cases only Europeans once removed, and it is of vital importance that Americans of whatever origin, should be aware of and cordial to the differences in customs that every national and racial group brings with it to these shores. It is not only a deeper appreciation of the foreign culture as it is revealed in the language, literature, and art of its native land that we should try to develop in our foreign language classes, but also a clearer understanding of our native American civilization with its varied contributions from every country in the world.

But the teacher's responsibility does not end there. Our aim is not only to help students to adjust to life as it is, but to give them some vision of what they might do to bring it nearer to the heart's desire. Here again,

the foreign languages have a vital and a unique contribution to make. Through the detailed study of a foreign culture, which includes inevitably a comparison with our own, the learner gains a clearer perspective by which to judge more objectively and hence more intelligently, his own individual problems of personal relationships and adjustments to his environment, as well as the broader responsibility of his civic duties in a democratic commonwealth. It is in such vital and compelling tasks that the teacher of social studies and the teacher of foreign languages must work together for neither one can do them alone.

Perhaps the correlation of languages with the social studies is more obvious than in the case of other subjects, but you can't have followed me this far in my argument without realizing that my motto for foreign languages might well be that famous saying of the old humanistic philosopher:—"Je suis homme et rien de ce qui est humain ne m'est étranger." For it appears to me that there is no subject in the curriculum better qualified to correlate with other subjects than foreign languages. After all, the language is the life-blood of the people and is an expression of its activities in every field of human endeavor. The possibilities of correlation with other subjects and other interests are literally unlimited. May I enumerate some of them?

In the field of music much can be done. Foreign folks-songs may be sung in the language classes, in the glee clubs and at assembly programs, especially at Christmas time. Victrola records of foreign songs frequently performed over the radio, like *Le Rêve* from *Manon*, or the popular numbers from *Faust* or *Carmen* or the Wagnerian operas could be played in class with a copy of the words before the students so that their enjoyment of the song may be doubled through their understanding of the words as well as familiarity with the music. Carrying this activity to its logical conclusion would include purchasing by the school of libretti for the Saturday afternoon operas performed over the radio, studying the words in class and inviting the pupils who are interested to form listening groups in school or at their homes, with the words before them. Obviously all the class time could not be devoted to the study of libretti and all students would not be equally interested in listening to grand opera. Some intelligent choice would have to be made by the teacher and no student should be obliged against his will to spend his leisure time in such activities. On the other hand, might we foreign language teachers not be doing more for our students and indirectly, for the cause of foreign languages, by showing them such and similar opportunities for enjoyable leisure time activities than by too exclusive an insistence upon mastery of the technical intricacies of the language?

The relationship between art and foreign language study is less apparent perhaps, but here, too, each subject may make a vital contribution to the other. The art department can help the language students in the de-

velopment of any artistic project, the making of a map, or an illustrated notebook, preparation of an exhibit, the making and arrangement of a crèche at Christmas time; and in turn, the foreign language teacher or student can contribute to the art classes his knowledge of Nürnberg as the setting for Dürer's work, for example, or some understanding of the historical background for the paintings of Corot, Millet or Watteau.

When an eighth grade French class, after studying about Charlemagne, listens with bated breath to reading of passages from the English metrical translation of *La Chanson de Roland*, then looks at pictures of medieval castles, where the troubadours sang of Roland's exploits, at illustrations of Gothic cathedrals that were being built during the same period, and then goes into the art studio to engage in building a miniature château of Loches, modeling a gargoyle of Notre Dame or copying a stained glass window from the cathedral of Chartres, then I would say that real integration of interests, knowledge and skills is going on, whether such varied activities are being directed by one person or by three.

Again in science the lack of relationship with language study may be more apparent than real. What student of physics or chemistry could fail to be thrilled by reading the lives of Pasteur and Mme. Curie and what student of French could fail to take pride in the fact that two such outstanding benefactors of the human race are claimed by France? What writer has done more to popularize scientific research and observation than Maeterlinck with his *Life of the Bee*, or Fabre with his fascinating descriptions of insect life? And there is no reason why students, not yet able to read such books in the original, should not be encouraged and permitted to read them in English.

Then, too, let me remind you that these relationships are not fixed or static and that one never knows where or how they will reveal themselves. Not long ago, an eighth grade pupil who had read about the charcoal burners in his French class, returned the following day proudly bearing some bits of charcoal that he had just made in his general science class. And upon this occasion neither of his teachers suspected that they were correlating! This incident proves once more that in the last analysis, it is the individual student who must achieve his own correlating. All his teachers can do is to create an atmosphere in which such integration may take place.

In the field of Home Economics with its emphasis on the preparation of foods and the designing of clothes, the relationship is much more obvious. A study of foreign dishes might result in the preparation of a French or German or even an Italian, Oriental or Scandinavian meal for which foreign cook-books might be consulted by those pupils qualified to read them. Natives of these countries, if available, might be invited to share the meal and discuss differences in table manners, customs, and social etiquette. Assembly programs might precede or grow out of such class-room

activities permitting the entire school to participate in an expression of international understanding. Thus the home economics, social studies and foreign language teachers might cooperate in giving their pupils a lesson in international courtesy and good-will. As a background for the studying of dress design or the history of costume, an intimate familiarity with European traditions, and an understanding of peasant costumes of various regions is invaluable.

In the more technical aspects of language study, teachers of English appear more than willing to share the burden of teaching grammar with foreign language teachers. In addition, we can cooperate with our colleagues in the English department in our mutual insistence upon clear diction, precision in speaking and writing, discrimination in the choice of words, sensitivity to literary style and appreciation of literature in all its phases. We can also cooperate with the English teachers in their effort to enrich the pupil's reading program. By compiling lists of books related to the foreign civilization and encouraging the students themselves to correlate their free reading with their newly awakened interest in foreign history, travel, biography and fiction, even foreign masterpieces in translation, we can help the students to read with a purpose and to enrich their own cultural background. This too calls for vision, interest, enthusiasm and effort on the part of both departments; it cannot be accomplished by either one alone.

It would be preposterous for any one person to attempt to suggest all the ways in which correlation between foreign languages and other subjects might take place. It is a point of view, a philosophy rather than a method, and once its underlying implications have been accepted, opportunities for its application will constantly be found. Its success, as I have tried to point out, will depend on 1. emphasis on the individual student and his own specialized interests, both in and out of school; 2. increased awareness of general educational objectives and our mutual responsibility in achieving them; 3. a shift in emphasis from the immediate aim of linguistic mastery to the ultimate objectives of the development of a greater tolerance, and the creation of new interests and ever widening horizons; 4. cordial cooperation between teachers in all subject matter fields and 5. finally, a realization on the part of every teacher that no effective learning has taken place until the learner himself has incorporated the new achievement into his behavior patterns, his thought-processes or his emotional reactions.

It is true that we educators have, as yet, perfected no satisfactory instruments for measuring tolerance, for weighing interest, for evaluating behavior. There is no greater challenge presented to the foreign language teachers today than to evolve techniques through which we may prove, to an incredulous and sceptical public, the validity of our deepest convictions as to the significance of language study. In the meantime, can anyone doubt that such a program as I have outlined is one step in the direction toward our common goal?

French Magazines
(Published in America)

<i>La Vie</i> —707 Browder St.—Dallas, Texas.....	\$3.00
<i>Le Petit Journal</i> —Doubleday, Doran and Co., Garden City, New York.....	\$3.00
<i>Amérique</i> —137 West 27th St., New York City.....	\$1.50
<i>Le Recueil</i> —Quebec, Canada, P.O. Box 100—Station B.....	\$3.00

German Magazine
(Published in U. S.)

<i>Jugendpost</i> —Monthly, Rochester Daily <i>Abendpost</i> , 237-239 Andrews St., Rochester, N. Y.....	\$.35
--	--------

Foreign Correspondence

- Dr. Sven V. Knudsen—My Friend Abroad—248 Boylston St.—Boston, Mass.
- International Students Society—Dr. N. H. Crowell—Vancouver, Washington—U.S.A.
- International Bureau of Foreign Correspondence—Peabody College for Teachers, Nashville, Tenn.

A Suggested First-Semester Course in German

ALFRED CHARLES ADLER

Francis W. Parker School

Chicago, Illinois

I

THE following suggestions are based on the writer's experiences in teaching a first year course in German. In detail they can only hope to interest a teacher of German, but they might also be of some help to teachers of foreign languages in general.

1. *Three basic issues*

(a) The level of the beginner's reading material will be, as to the content, far below the mental maturity of the ninth grade student. If the course is to be an interesting experience, the childish content of the material (fairy tales, etc.) will have to be levelled up by stimulating interpretations. In order to be understood, the interpretation will have to be carried on (partly at least) in English, not in German—and this without taking too much of the time allotted to the more specific language work.

(b) Arousing interest in the foreign culture should be the primary objective of the work. With this interest should grow the desire to acquire the skills and techniques necessary to find out more, and more independently, about the foreign culture. There is difficulty in bringing into harmony "skill" and "culture" without sacrificing the one to the other. In constructing the course it should never be forgotten that grammar and vocabulary are means of communication (it has never been proved that grammar drill transfers its "accuracy" to other activities)—but it should be taken as a fact that, as Goethe says, "Some alien substance more and more is cleaving to all the mind conceives of grand and fair."

(c) In a course that emphasizes the cultural aspects there is danger of teaching "over" the students' heads or of becoming encyclopedic. It has been found helpful, in an effort to avoid this, to select the material with regard to specific adolescent interests. An adolescent, looked at dynamically is a human being who is trying, consciously and unconsciously, to become an adult. He wants more freedom, more money, more recognition. The American adolescent, therefore, is likely to be interested in finding out how the German, or French, or Spanish adolescent is coping with the problems of the German, French, Spanish adult culture. It happens that many of the greatest pieces of German literature deal more or less explicitly with this very problem: the *Simplicius*, *Wilhelm Meister*, the *Räuber*, *Kabale und Liebe*, the *Taugenichts*, *Der grüne Heinrich*, and easier books, *Bambi*, the *Lausbub*, *Emil und die Detektive*, *Pünktchen und Anton*—these and many others, show how German young people are, more or less successfully,

coping with the difficulties of their specific adult cultural setting. It may be objected that in those books, young people are presented from an adult point of view. This may, at times, be a disadvantage; sometimes, however, the broad perspective of an adult writer on young people's problems may help the adolescent reader to acquire for himself a broader view of his problems.

2. Objectives

(a) The objective in general—"To take the first step in matters of international understanding and good will."

All the minor objectives can logically be put under this heading. To learn a language in order to understand what the people of a country had and have to say is acting in the spirit of international understanding. Not to rely entirely on translations, and not to wait until the foreigner learns our language means taking such a first step.

(b) Objectives for German I.—Our main objective, it is hoped, will hold true for an entire four-year high school course. In German I we can try

1. to acquire the ability to understand texts that deal with various aspects of German culture, whose contacts preferably, are of especial interest to adolescents. The vocabulary required for those texts need not exceed the 1,375 words and 273 idioms that are used in the ten volumes of the Heath Chicago German Series, edited by Peter Hagboldt. The basis of this vocabulary is B. Q. Morgan's *German Frequency Word Book* (Macmillan Co.) and C. M. Purin's *A Standard German Vocabulary of 2000 Words and Idioms* (University of Chicago Press, 1931) and Edward F. Hauch's *German Idiom List* (Macmillan Co., 1929). (The grammar in German I should be taught inductively, only to the extent to which it is needed in comprehending these ten Hagboldt volumes.) About 1000 pages of the size of the Hagboldt volumes might be read during the course of the year.

2. In the spirit of our main objective the class should get the desire to ask orally and by writing for more information. Briefly, they will want to be able to speak understandably with and to write understandably to, German (Austrian) or Swiss friends. They will take the first step towards this goal in German I by giving orally accounts of what they have read (oral short summaries and written accounts) (written short summaries) which little by little will be put in the form of letters.

(c) Implications of the objectives.—Good pronunciation is to be cultivated.¹ The texts cannot be understood in the spirit of the language, if they are not read passably well. And we cannot expect to be understood by a German speaking person if we don't speak distinctly.

The very fact that the oral and written work will largely consist of

¹ Mainly by imitating the teacher.

summaries of texts read enables the pupil to write and express those summaries by epitomizing the texts themselves. Thus in German I he will not have any additional grammar study for his oral and written work.

Mistakes made in the oral written work should be corrected, but not much emphasized; for at this phase it would be satisfactory, if students acquire only the habit of communication.

It may seem questionable to convinced adherents of the "reading method" whether or not the oral side should be emphasized at all at the beginning. We feel definitely that it should, considering that the pupil cannot get early enough the training which will enable him to communicate and not only to receive international understanding.

II

The First Ten Periods

The students are invited to feel at home in the class—to look at the books, pictures, newspapers, maps, tables, and whatever else they might find interesting in the room.

The teacher who has tried to find out as much as he can about the background of the students, by having studied their files in the guidance office, makes the acquaintance of every single boy and girl. He tries in individual little talks to bring about personal contact and a positive interested attitude.

In these individual little talks the more mature pupils will ask how the work will be organized, and thus it will seem advisable that the class as a group discuss the organization of the course. *Allerlei*, the first of the Hagboldt volumes will be taken up as a beginning. It constitutes a working vocabulary with useful exercises. What is a cognate? a synonym? an antonym? When we know the meaning of these three words we will be able to study many words without translating them directly. The word *Erde* will be classified as the cognate of *earth*, *gross* as the antonym of *klein*, synonym of *lang*. *Boden* conveys an idea similar to *earth* (without being a synonym). *Tiger* and *Hund* are not synonyms, do not convey similar ideas, but may be associated as having a common element. The cognates show that English and German are linguistically related. The relationship between English, German, Danish, Swedish, Norwegian, Dutch, Icelandic, may be discussed, as well as the relationship between the Germanic group and Latin, Greek, Slavonic, Persian, Sanskrit, etc.

In *Allerlei*, the chapter on colors (*Farben*) may lead us to show the pictures of flags in *Fahnen, Flaggen, und Standarten* (Meyer 26). Speaking of the winds in the chapter on opposites, the *south wind* may be given a more sentimental touch by playing on the piano the beginning of the south wind air of the steersman in Wagner's *Flying Dutchman*. The south wind comes from Italy, the country longed for in German literature. The west wind blows from France, Germany's time honored antagonist, the east wind brought many a greeting from a crusader in the Holy Land to his

sweetheart in a manor on the Rhine or Danube. The parts of the body (Chapter 5) may suggest drawing caricatures. The numbers will be more interesting if studied in connection with the little volume of German playing cards (Meyer 9) or with the volume on stamps (*Die Briefmarke als Weltspiegel*, Meyer 19). A map of Germany will be up on a wall, showing nothing but mountain ranges and rivers. In the course of the year cities will be referred to in the study and will be located. To begin with, German landscapes referred to on certain stamps may be located on the map.

A chronological table of events important in German civilization is made up as we go along. Dates are arranged vertically and there are columns for political history, literature, art, music, science, society, and so forth. Richard Wagner, for instance, the composer of the *Flying Dutchman* may be located in the column reserved for music, opposite the year 1860. The oldest specimen of playing cards may be filled in under the column "society." Thus, little by little, we build up a feeling for what is contemporary, what precedes, what follows in various cultural fields.

The ordinal numbers (Chapter 8) lead towards studying the calendar. (Landscapes shown on pages of calendars may be located on the map.) Days, weeks, months (Chapters 9-11, 13-17) continue the study of the calendar, followed by a consideration of German seasonal customs (*Jahreslauf*, Meyer 8). *Kinderlieder* and *Reime* (*Inselbücherei* 60) will offer a few lines of songs about the seasons. The events in a typical day of the German people are beautifully represented in Koch's silhouettes of domestic life (*Inselbücherei* 124) and more satirically in a first presentation of the great Wilhelm Busch, *Bilderpossen* (*Inselbücherei* 25).

The *classroom*, the *students*, and the *home work* (21, 22, 23) may lead up to a discussion of the work which is to follow, a discussion which may result in the organization outlined in the following chapter.

III

Fabeln

The study of book two of the Hagboldt volumes should require not less than a week, not more than two weeks. These fables are very simple. The task will be to make the students realize that the fable has an important function and has important implications in the thinking of people, German and not German.

The first five minutes of a period. A student summarizes the work of the last meeting of the class. He tells what he thinks was the important point. Brief discussion follows. His responsibility is then to put his (corrected) statement in a summary-book, and passes the book to the student who will be in charge for the next time.² This summary may take much less than five minutes, so that another student may devote a few minutes to a current event. He may, for instance, mention that *Thomas Mann* made a speech on

² Division of the work.

democracy. He may wish to mark on the map where Mann was born (Lübeck). He may wish to mark on the date chart that Mann belongs in the column "literature" at a level between 1850-1940. He may find it less superficial perhaps to show us Mann's picture as found in Mahrholz' modern German Literature. He may wish to consider all these data as material for the current event, which he or someone else in the group is going to give in the Social Studies or English class. The next day a student may want just to announce as a current event that a German, or Austrian or Swiss, movie with English subtitles is or will be running somewhere in Chicago, and may put down its title in our list of German movies. (Photos, etc., may be added to the list.) He may wish to announce where German programs are broadcast, and we may develop the habit of keeping track of those programs. Another student may be satisfied to show us the picture on the calendar, to tell us exactly in German what day it is.

The next ten minutes—word study. If the forty pages of the booklet are studied in ten periods, an average of four pages will take care of one period's work. Just about fifteen new words come up in four pages. The students will be well prepared to be word study pioneers if they have tried to study those words, not mechanically, but by finding for every single word³ a cognate, a similar word, an opposite. For instance:

The new words	cognate	synonym	opposite	similar idea
der Löwe				der Tiger
der Teich				das Wasser
aufblasen	blow up	gross werden	klein werden	
fort			nicht fort	gehen

By giving the reasons (bad or good) for putting these related words in the various columns the students have to keep in mind the new word to which they are referring. Thus, by looking at the new word from various angles, by integrating it into the body of what they already know, they learn it without memorizing it mechanically. It is understood that the students do not have to fill out all the items in every column. They go as far as they can. It will be fun to show each other in class how many more items could have come to their minds.

Thus we build up a list of frequent words. The class may or may not yet wish to list them alphabetically. Frequent short vocabulary tests will have to confirm to what extent we are building on solid ground.

Fifteen minutes: translation, interpretation, and, if necessary, grammar. Each student of the class will have to do the word-study, which should

³ The new words and their translations are in footnotes.

take not more than half the 30 minutes allotted to his homework. As to the correct translation (oral and partly written) students take turns in translating (both at home and in class) in the spirit of the coöperative division of the work; those students whose turn it is to translate should be helping the group to understand the text accurately by giving a fluent translation of a particular passage. Later in the year, such passages should become fewer. The translation is easy, because the texts are graded and consist only of words that have been used already. It is up to the translators to choose which part of the four pages they want to write out. About a third would seem advisable. Everybody should get a turn at translating once a week. The notebook containing the translations should be transferred from student to student. Building up a common notebook gives them the feeling that the whole work is a community project—this increases mutual responsibility. In a group of fifteen students, for instance, there will be three translators for one period—therefore three translation notebooks will be in use.

Although we may know the words needed to understand the story, a grammatical difficulty may still have to be settled: At the bottom of the daily word study sheet a grammar note may have to be added: On page one, for instance, the word *aufblasen* may be understood, but in order to understand *er bläst sich auf*, it is necessary to know that the prefix *auf* is often separated from the simple verb. Where many grammar notes have been given, "specialist grammarians" will have to take turns (just like the translators) and give expert advice when the class is in difficulty. They will have to study the text in order to find out which of the already given grammar notes apply to today's text. But as long as the grammar notes are very limited, the job of the "grammarians" will be to work out the exercises in the back of the book. Once a week, everyone should have a turn at these exercises.

Those who know that it is neither their turn to translate nor to take care of the exercises, know that they are expected to give a simplified short oral and written German summary of the text. The text of the fables is commented on.

1. The German translation of Aesop's fables in the *Inselbücherei* (272) may be passed around, and found interesting because of its 51 old woodcuts by Virgil Solis, the woodcut being important in German art. (Dürer!)

2. It may be pointed out that our great Walt Disney is, in a sense, a continuer of the great fable tellers of the past. In what way does Walt modify the moral implications of old fables? He shows for instance that the lazy grasshopper is a useful member of society (because he is a fiddler, an artist!) while in the same fable told by Lafontaine (17th century) (*Inselbücherei* 185, German translation, and witty woodcuts by J. J. Grandville) the lazy grasshopper is said to be useless).

3. Do the ethical implications of the fables change with people's out-

look on social problems? Why did people always enjoy fables? Is it because the animals express so much more clearly and simply certain human attitudes than the people themselves?

4. Goethe himself wrote a famous animal poem, *Reinecke Fuchs* (locate Goethe on chronological table). Reinecke Fuchs, a student may find in Scherer's index, was already famous in the middle ages. Why did Luther, the religious reformer (locate) call his catholic antagonist Murner a tom-cat? Why do we call people by animal names in a derogatory fashion?

5. Why is it unkind to call a person a pig, a dog, etc.? Is it because we show that, to a very slight extent and unconsciously, we feel like treating this person not as a man, but as something less human, less worthy of consideration? Is it that we feel a little like treating him as if he were a pig, for instance?

6. Why do Indians have animal names? Is it because at the beginning, they wanted to feel like eagles or bears, or wolves, in order to act a little more like those strong, keen, sharp-sighted, sharp-toothed animals? What about an animal in a knight's weapon?

7. Why did the French call Clemenceau a tiger? Was it because, when the war against the Germans was at its height, they wanted a man who was able to feel and to act a little bit like a tiger? Why is the democratic party called a donkey?

It is understood that no attempt is made to discuss at length those anthropological, sociological and psychological implications of the fable. What we want is just to touch the issues in order to give a feeling of the interest which may be potent in no matter how simple a text.

The riddles at the end of the booklet might be made more interesting by showing the little volume of old German picture riddles in the *Inselbücherei* (219). *Das Kleine Rätselbuch* (*Inselbücherei* 494) and the *Fünfzig Fabeln für Kinder*, and *Noch Fünfzig Fabeln* (*Inselbücherei* 309 and 402) may add to the interest.

Ten minutes reading of the new text. The oral side that has been emphasized by the simplified summaries, is intensified by reading aloud a part of tomorrow's assignment. If we dramatize the speeches of the animals, we keep in mind that we act like so many primitive tribes who in some of their rituals imitate animals (totemism) because they want to be quite as good as some animal—their ancestor.

Notes of these "implications" brought up by teacher and students may and ought to be taken (1) by the translators in their translation-books, (2) by the epitomizers in their epitome-books. The student in charge of tomorrow's opening summary ought to see the notes taken, in order to get a clear picture of what he is going to call the gist of today's work. Later in the year, the Monday opening summary may give the gist of "last week's work" even a summary of "last month's" work.

Correlation:

The art teacher might help to arrange an exhibit of various styles of woodcuts of fables in the German room (using the mentioned volumes about Asopus, Lafontaine, etc.) and of great fable tellers' pictures (Lafontaine, Lessing, etc.)

It may be recommended to the teachers of Social Studies and English that they refer to the satirical fable literature (Reinecke) when dealing with medieval society, to study the use of strong metaphors in the Renaissance literature ("calling names," strong, farfetched comparisons), to study attitudes towards animals through the ages: St. Francis extending his religious feelings to the animal world, while in the 17th century the rationalist Descartes thought of animals as soulless machines, and his pious disciple Malebranche felt free to be cruel to his dog (implications!).

IV

Anekdoten und Erzählungen

40 pages, to be covered in 1-2 weeks.

The procedure might be fairly similar to the one used for the *Fabeln*. The chart and the map will be greatly enriched by locating King August the Strong of Saxony, the "great" Frederic II of Prussia (1740-86) the philosopher Moses Mendelsohn (grandfather of the composer Felix Mendelssohn) and Mozart. Pictures of those great figures of cultural life will be shown—for Frederic II in *Meyer's Bild-Bändchen 21*, and in the *Anekdoten von Friedrich dem Grossen* (with pictures from Adolph Menzel, the great master of conveying Prussian Hohenzollern atmosphere (*Inselbücherei* 159). It is understood that the very easy Anekdoten themselves may be additional reading for advanced students. Mozart will become more vivid if the Meyers' *Bild-Bändchen* "Wolfgang Amadeus Mozart (8)" is used. Frederic II in his Berlin, August of Saxony in Dresden and Meissen,—Frederic's great adversary Maria Theresa in her imperial Vienna—Voltaire, the malicious French philosopher as a guest at Frederic's court, Mozart, born in Salzburg (festivals!) and working in Vienna, living there with an older colleague Haydn—what an opportunity of locating and showing pictures of great men and cities (geographically and historically).

August the Strong Popeye of Saxony will be especially popular if shown to be the contemporary of the famous fragile Saxonian porcelain (in Meissen). It may be commented that in the 18th century the fragile china ware was popular in France (Sèvres) and a little later in England. Why did the aristocrats enjoy so much this precious fragile porcelain? Was it because they wanted to intimate (a few decades before the French Revolution!) "Don't touch us, please, be careful?" *Meissner Porzellan* (Meyers B.B.36) may be shown. It may be interesting to point out that, while Saxony and

Austria (Dresden and Vienna) were still feudal enough, Prussia (Berlin) at that time was said to be more enlightened. Frederic and the tolerated philosopher Mendelssohn, for instance—(tolerance, anti-semitism!); Lessing may be shown as the great defender of religious tolerance (in his drama *Nathan the Sage*; Mozart may be shown as the composer of the *Magic Flute*, with its Freemason tendencies of mutual reconciliation. The Music Department may want to coöperate by playing Sarastro's air from this opera: "In diesen heiligen Hallen kennt man die Rache nicht, und ist ein Mensch gefallen, führt Liebe ihn zur Pflicht" (Within these sacred halls, revenge is unknown, and if a man fails, love leads him to his duty). In this second part of the 18th century, at about 1776, the ideals of right and tolerance and international understanding were so high that one did not have one's eyes open enough to see how cruel a warrior this tolerant enlightened Frederic II had been. The war song in Mozart's *Figaro's Wedding* sounds as if a child were playing with tin soldiers. During the opera season it should be made a point to listen to the New York Metropolitan Opera broadcasts on Saturday afternoons, and with the help of the grand opera librettos to follow the stories. In class the Mozart song: *Das Veilchen* (words by Goethe) and other songs might be tried. *Dreissig leichte Lieder*, words and music published by the Cordon Company in the collection *Germany Past and Present* (August 1937), offer a first approach to German songs. Frederic II's difficult relation with his martial father may be seen in the movie: "Der alte und der junge König." Prussian puritanism in the education of girls is shown in "Mädchen in Uniform." (The University of Chicago Film Society, International House, and the Renaissance Society are sponsoring the presentation of old foreign moveis in the Oriental Institute, Ida Noyes Hall, and in International House.)

The story about the bird (*Der kleine Vogel*, 20) may have to be read without too many comments, for it may take fairly mature students to understand that it is a sign of reconciliation and mutual understanding when the husband who wanted the bird to be a nightingale admits now that his wife was right in saying that it is a sparrow, while she on her side is willing to think of it as a nightingale.

As for story 21 *The Donkey's Shadow*, it may be to the point to realize that this story has been used by Wieland (locate!).

V.

Eulenspiegel und Münchhausen

Eulenspiegel and Münchhausen are types of German cultural inheritance. The first rogue is the hero of stories which have been collected in 1483—he takes a critical attitude towards the medieval outlook on life. However, his attempts to fool others by taking their statements too literally are not merely jokes: he means perhaps to show to a people who were trained to take things literally (Bible, Aristotle) that in order to find the

truth one needs to experiment. Eulenspiegel seems to emphasize this need about a century before Bacon.

This is especially clear in story 8, where Eulenspiegel is answering the questions of the professors of the University of Prag. Prag had the first German University (1348, locate on maps and table). It is therefore a high seat of medieval pedantry. Give an idea of the life in a medieval university by showing Meyer's volume 21 (Students, masters, and professors). The first question the professors asked Till Eulenspiegel was: how many bottles of water are there in the ocean? He says: Let all the ponds and rivers stand still, then I might tell you. (Experiment!) The fifth question: How big is the sky? Answer: The sky is 100,000 miles long and 100,000 miles wide. If you don't believe me, measure it (!) and find out by yourselves.

Münchhausen is the other hero of our volume: he is a liar, and a nobleman. Is he one of those noblemen of the later 18th century who found it more and more difficult to live up to the standards of their class?

Already at the beginning of the century financial earthquakes such as the Law-scandal (look up!) or the South Sea Bubble (!) made servants the masters of their former masters, masters their former servant's servants. Swift's Gulliver at that very time does not know whether he should adjust to dwarfs or to giants. Crisis of social standards, resulting finally in 1776 and 1789! Is Münchhausen reflecting this state of things? One day in Prussia, he tied his horse to the stump of a tree that was sticking out of the snow, and then slept in the snow. Next morning the snow had melted. He found himself lying in the middle of the market place, while his horse was hanging from the spire of the church which he had taken for the stump. What is the possible meaning of this? Does Münchhausen feel like somebody who is not sure where he stands, high up or low down? Being a baron and having a knight's horse he stands high and is tied up with the church (knights and clergy!), but being himself a poor devil he is low down. Another time he makes his horse dance on the tea table without breaking cups and saucers.

The *Inselbücherei* offers additional illustrative material: *Wunderbare Reisen des Freiherrn von Münchhausen* (7) *Ein kurgeselig Lesen von Till Eulenspiegel* (56).

The class may want to arrange an exhibit of German types, past and present, and may want to add to Eulenspiegel and Münchhausen:—*The Seven Suabians* (Insel. 277), *Doktor Faust* (Insel. 125), *Peter Schlemihl* (Insel. 194), *Kasperl* (379), *Haunes Raps* (429).

The class may feel that our work on Eulenspiegel, for instance, might be interesting enough to be shared with the school in the assembly at a Morning Exercise.

Tentative Plan for the Morning Exercise: Till Eulenspiegel, the Rogue.

1. Slides of woodcuts, taken from Insel. 56; and explained by students. (The emphasis lies on humor!).

2. Another group of students presenting social and cultural problems which form Eulenspiegel's background. Slides of medieval university, professors and students (Meyer 21). The social studies department might cooperate by furnishing examples of the difficulties experimentation had to cope with at about 1500 (emphasis lies on more serious information).

3. A part of Richard Strauss' symphonic Till Eulenspiegel, played on records. The very fact that this is *program* music would esthetically justify its being illustrated by students' pantomimes. One scene presented in costumes, another scene in modern dress might show that Strauss meant Eulenspiegel to be timeless in his satire.

Fünf Märchen

Four simplified Grimm tales and one Andersen tale. Good, illustrated editions of the original will be shown, also translations of the Perrault tales about the same subjects, and the tale picture book *Es War Einmal* by Ludwig Richter (*Insel*. 360). The Grimm brothers, scholars of the time of German romanticism (locate!) have written down those tales just as they had been told to them by old men and women.

The art department would be consulted as to the series of paintings illustrating the Grimm tales. Most members of the class will still have their "Grimms." Let them bring them to school and compare the various "Red Riding Hoods," "Sleeping Beauties," "Cinderellas," "Hänsel and Gretels," etc. Walt Disney will be considered, especially his *Snowwhite*.

What are fairy tales? Are they epical poetry that has become less vital to a nation so that it has been reduced to fit the dimensions of a child's bedroom? The group that takes French in the Ninth Grade may find time to read a few of the very easy primitive tales in Lucien Lévy Bruhl's *Mythologie Primitive* (1935) where those tales are explained as, so to speak, secularized myths. What is the function of a myth in primitive society? A myth is often a story about the deeds of the tribal ancestor (who is often also the totem animal of the tribe!)⁴ In a myth the program of action is shown to a tribe by telling *what the ancestor did*. Those myths, according to Lévy Bruhl are told only to a very few able men in the tribe—in a fairy tale—the myth is secularized, i.e. it is told to everybody, especially to children. Why? Because it seems less vital, less important?⁵ What about our fairy tales—can they be compared to the Grimm tales for instance? or to those of primitive people?

The Sleeping Beauty for instance presents an interesting problem in feudal society: how can a girl be the ruler? A king and queen invite 12 wise women to celebrate the birth of a princess. The thirteenth wise woman is

⁴ Review the fables!

⁵ Is it necessary to repeat once more that those problems are not thoroughly discussed or settled but just touched upon in order to arouse inherent possibilities in what may seem too simple a story.

offended because she has not been invited and foretells that the princess will prick herself with a spindle when 15 years old and will die or at least sleep 100 years. Does the wise woman mean to say that the princess when growing up (15 years old) will realize that it is difficult for a woman (whose job it is to spin!) to cope with the problems of a ruler? The king orders all the spindels to be burned. (Does he want to bring her up like a boy; does he want her to forget that she ought to spin?) Well, on her 15th birthday she does find a spindle and falls asleep until the prince comes to awaken her. Is it that at about 15 young people become introspective and sometimes get discouraged when they think how difficult life is? While she sleeps the whole life of the castle is at a standstill. Does that show how young people sometimes are afraid of going ahead towards the tasks of adulthood and would like the world to stand still until somebody (the prince) comes and does the job?

Schneewittchen (Snowwhite) may be read additionally and discussed as a form of correlational leisure time activity. The school has arranged for Grades Ten to Twelve to devote 2 periods a week to the pursuit of their leisure interests and hobbies. The high school faculty is at the students' disposal if they wish to be given suggestions. It is hoped that the leisure project will work out so that it may also extend to the Ninth Grade. In that case, Snowwhite might be read in the German original and compared with Walt Disney's masterpiece. The students by that time (not far from Christmas) will have read a Greek tragedy (*Alcestis*), they will be surprised to find in Walt's movie all the major elements of the Greek tragedy—three main actors; Snowwhite, her antagonist, the queen, and the seven dwarfs (who function as a unity). The chorus is represented by the very eloquent animals of the wood. Prince Charming is the *deus ex machina*.

Formal analysis:

Prologue—Snowwhite at the well, the prince trying to kiss her.

1st episode—The queen ordering the hunter to kill Snowwhite. The hunter permits Snowwhite to escape.

Chorus: the animals leading her to the house of the dwarfs.

2nd episode—The dwarfs and Snowwhite in the house.

3rd episode—The queen disguised as a witch offering Snowwhite the poisoned apple.

Chorus: the animals worried about her, calling the dwarfs to help.

4th episode—The dwarfs chase the queen away and mourn with the chorus.

5th episode—The arrival of Prince Charming!⁶ Is there such a thing as recurrent intrinsic elements in literary forms?

⁶ I am indebted for this suggestion to my Belgian friend, Dr. Goossens.

Social analysis:

Snowwhite is a child of the leisure class. She is unhappy, because the queen does not want her to be more beautiful than she herself. How far can we go in generalizing that competition in refined living is insufferably hard for a child of the leisure class? The dwarfs are miners. Perhaps they are representing the working class. According to the movie they are like children and old men at the same time. How did they become like that? Did they not have a chance for full development? Have they been frustrated?

Snowwhite and the dwarfs are trying to live together, to get along with each other. She finds that they ought to wash their hands for dinner, but as long as she is undisturbed by the jealous old queen (and her very artificial, unnatural tricks!) Snowwhite is perfectly willing to coöperate with the little dwarfs.

Unfortunately the solution suggested by Walt seems less satisfactory. The animals of the wood urge the dwarfs to fight for Snowwhite. Is it so natural to fight for Snowwhite? Is it a way of presenting a fight as if it were just nothing but gallantry due to an innocent damsel in distress?

Is that the type of "goodwill to man" we have in mind when we sing our German "Weihnachtslieder?"

At about Christmas the first five Hagboldt volumes ought to be read. They use a total vocabulary of 875 frequent words and 147 idioms. Brief (five-minute) vocabulary tests will have to be given frequently.

Our attitude towards the grammar is that we take it up in as much as needed for the comprehension of the texts read. That is, the main parts of strong irregular verbs, the compound tenses of weak and strong verbs, also of the model auxiliaries, irregular weak verbs, frequent separable prefixes and frequent suffixes, personal and relative pronouns and dependent word order (finding subject and verb) will be explained in each case without going far beyond the case. The grammarian's job will be to refer in each case to similar cases in past experience. After New Year the students should have a dictionary. The *Cordon German Wordbook* (1938) contains 5,500 words, has basic words marked with asterisks, has a list of strong and weak and irregular verbs, marking with (s) those verbs with sein as auxiliary, and seems to meet in every respect all the word-study problems a student can possibly be expected to meet in high school. It will be useful in completing the columns of the word-study table.

There will be four weeks between New Year and the mid-year examination week in February. *Fortunatus* (Hagboldt 6) and *Das Peterle von Nürnberg* (Hagboldt 7) should be read before the examination week, and thus 235 words and 55 idioms will be added. It seems, however, that while the comprehension of texts given at the examination might be kept on the level of *Fortunatus* and *Peterle*, the vocabulary of the first 6 volumes (875 words, 147 idioms) should not be exceeded.

If the vocabulary of the first five volumes has not been assimilated as one may wish, more time (ten minutes) will be given to discussing the vocabulary tests. In those four weeks then, the social interpretations may have to yield some time to this more mechanical type of work. But even so, certain issues involved in *Fortunatus* and *Peterle* should be brought up. *Fortunatus* is a hero of the German popular books (Volksbücher) of the 16th century, that have been appreciated so much by Joseph Görres (Die Deutschen Volksbücher) in 1807 (locate) as a nationalistic reaction to Napoleon's domination. (Insel. 382). They contain prose stories about the innocently persecuted Genofefa, the self-chastising Gregorius, Magelone, Melusine, Kaiser Octavianns, Siegfried, Herzog Ernst, Henry the Lion, Eulenspiegel, Doktor Faust, Ahasuerus—typical characters, some of which the class already knows. You may add the *Rübezahl-Historien* (Insel. 15) about the funny old red-bearded mountain spirit who was so busy counting beets that he lost his friends (he may seem the tragic incarnation of a language teacher!).

The lyrical opposite to the prose *Volksbücher* would be the German *Volkslieder*, such as they appear for instance in *Des Knaben Wanderhorn* (Insel. 60), *The Holy Land* at the beginning of *Fortunatus* (crusades!), *A Tournament!* (Ross und Reiter, Meyer, volume 27). *Fortunatus* wants to go abroad in order to relieve his poor parents. He gets a wishing purse. Is it that his wishful thinking leads him to dream of economic independence? Which one of the three pretty girls is he going to marry? The one whose name he and his servant happen to write on the edge of a table? Is this the way to choose a wife? The magic moneybag is not enough. What he needs in order to be happy is also a magic hat which gets him wherever he pleases. What makes him happy: money and the ability to *get away* from his people! Is there an age when it seems essential to young people to be independent—economically and socially? His younger son seems to have inherited (?) *Fortunatus*' lust for trips—the older son wants to stay. Is it that very often the oldest child feels that it is his right to stay at home while the younger feels a little bit like an intruder and therefore wants to get away—is it that the older is conservative, the younger more of a reformer? How many oldest and second-born boys and girls have had similar experiences? This important problem of the emotional attitude of oldest, second, and youngest children may be brought up—unless it seems more advisable to appreciate the younger son's lust for trips by studying a few of the "old German maps" (Meyer 14) or more specifically by studying illustrations of the discovery of America (Meyer 23).

Peterle opens a view on Nürnberg about 1500, when Luther called it "the eye and ear of Germany." (To-day Nürnberg is the annual meeting place of the National Social Party.) Pictures of Nürnberg and Rathen-burg will give a feeling for still medieval cities. At 1500 there was *Hans Sachs*, the great shoemaker; *Albrecht Durer*, one of the greatest German

artists; the bronze-caster *Peter Vischer*; and Emperor Max I (shown in Dürer's portrait), who was the last knight of the middle Ages, and may be located in the historical column of the chart.

Peterle is catholic. Luther is not mentioned in the story. Peterle at the end of the story is a student. His foster father is a shoemaker. His friend, Mr. Radewein, a painter of madonnas (very much like Dürer whose beautiful "*Marienleben*" (*Insel*. 335) a sequence of the life of St. Mary will be shown). Mr. Theobald, the naughty musician, Pater Cyrill the Franciscan father, Mr. Zasius the lawyer, give a good crosscut through the social classes of the time. It may be extended to studying the guilds as they are represented in woodcuts of Jost Amman with verses of Hans Sachs in the book of corporations (*Das Ständebuch*, *Insel*. 133). Richard Wagner in his Mastersingers of Nürnberg has given us a feeling for the "guild" of singers and poets. It may help to understand the atmosphere if we let David (Hans Sachs' apprentice in the opera) explain (from the standpoint of an adolescent!): "The greatest master in Nürnberg, Hans Sachs, is my teacher. For seven years he has taught me that I may grow as a pupil. Shoemaking and poem-making I learn with him at the same time."

The problem of guild and corporations may be touched upon. Are they democratic? Do they stress expertness at the expense of social consciousness? What about the corporate state? What about the Johnson plan in the Chicago public schools?

"Peterle" gives the catholic aspect of time. The *Passionale*, a sequence by Cranach showing the life of Christ and Antichrist may give an idea of the other side. This time was not as dreamy as you would think when you read the description of Peterle's melancholic fountain (show the Apollo fountain of Nürnberg in "*Tore, Türme und Brunnen*," 1921, Karl Robert Langewiesche).

For leisure, those who are interested may read and dramatize at that time of the year one of the *Fastnachtsspiele* by Hans Sachs (carnival plays).

Personalialia*

Amherst College (Amherst, Mass.)

Promotion: George Banks Funnell, from Assistant Professor to Associate Professor of French.

Resignation: René François Muller, Instructor in French.

New Appointment: George Paul Borglum, Instructor in Romance Languages.

Brown University (Providence, R. I.)

Promotion: Archibald T. McAllister, Jr., to Assistant Professor of Italian Language and Literature.

Resignations: Howard Lee Nostrand, Assistant Professor of French, to be Professor of French at the University of Washington, Seattle. Otis E. Fellows, to be Instructor at Columbia University.

Return from Leave of Absence: Robert H. Williams, Assistant Professor of Spanish.

New Appointments: Howard S. Jordan, formerly at the University of Minnesota, Assistant Professor of French Language and Literature. Albert J. Salvan, formerly at Washington University, St. Louis, and U. S. Military Academy, West Point, Instructor in French. Renato Poggioli, formerly at Florence, Assistant Professor of Italian. Horace R. Booth, John R. Kleinschmidt, Roger B. Oake, Robert L. Abbey, and Leo Livingstone, Graduate Teaching Assistants in Romance Languages and Literatures.

Bryn Mawr College (Bryn Mawr, Pa.)

Not returning: Elizabeth Cook, Instructor in Italian. Edith G. H. Lenel, Instructor in German. Marion Monaco, Instructor in French. Leo Spitzer, who has been substitute for Professor Frank this past year.

Return from Leave of Absence: Grace Frank, non-resident Professor of Old French Philology, who was on leave of absence in 1938-39.

New Appointments: Grazia Avitabile, part-time Instructor in Italian for 1939-40. Isabelle Gonon, part-time Instructor in French. Wolfgang Michael, part-time Instructor in German.

The Catholic University of America (Washington, D. C.)

Resignation: William Roach, Department of Romance Languages.

Colby College (Waterville, Me.)

Leave of Absence: Howard E. Roman, to study at Harvard.

Return from Leave of Absence: Philip S. Bither, Instructor in German.

College of the City of New York (N. Y.)

Promotions: Solomon Liptzin, from Assistant Professor to Associate Professor of German. Erich Gutzmann, from Tutor to Instructor in German. John Matthew, from Tutor to Instructor in Romance Languages.

Retirement: A. Arbib-Costa, Professor of Romance Languages.

Leaves of Absence: C. U. Clark, Professor of Romance Languages. Gaston Gille, Instructor in Romance Languages. C. T. McAvoy, Instructor in Romance Languages.

Non-Reappointment: Hyman Gold, Tutor in Romance Languages.

New Appointments: Roger N. Lagow, Tutor in Romance Languages. Matthew J. Governali, Tutor in Romance Languages.

* The information here given is based on replies available up to September 1, 1939. The *Journal* will be glad to receive additions or corrections. Address: J. P. von Gruening, Assistant Managing Editor, Department of German, University of Wisconsin, Madison.

Columbia University (New York City)

Retirement: Philippe de La Rochelle, of the French Extension.

Resignation: Jorge Manach, returned to Cuba.

Leaving: Armand Bégué, left February 1939 to take a position as Instructor in the French Department of Brooklyn College. Jacques G. C. LeClercq, left at the end of the Spring Session to teach in the French Department of Queens College. Cargill Sprietsma left at the end of the Spring Session to teach in the French Department of Brooklyn College.

Leave of Absence: Angel del Rio, Visiting Professor of Romance Languages, Winter Session, University of California, Berkeley.

Return from Leave of Absence: Horatio Smith, Executive Officer of the French Department, absent during the Spring Session.

New Appointments: Otis Fellows, from Brown University, Instructor in French. L. Calafiura to give one course in Italian during the Academic Year 1939-40. Tomas Navarro Tomas, of the University of Madrid, Visiting Professor of Spanish, Spring Session, 1938-39 and the year of 1939-40. Professor Luis Alvarez Santullano, of the University of Madrid, courses in University Extension. Reginald F. Brown, of the University of Liverpool, Instructor in Spanish.

Connecticut College (New London, Conn.)

Resignations: Frances Keene, Instructor in Romance Languages. Jacqueline Fouré, Assistant in French.

New Appointments: Malcolm Bancroft Jones, Instructor in Romance Languages. Angelo C. Lanza di Trabia, Instructor in Romance Languages.

Cornell University (Ithaca, N. Y.)

Chairmanship: Paul R. Pope, Professor of German, appointed Chairman for a term of five years, succeeding Professor A. L. Andrews.

Sabbatical Leave: George I. Dale, Professor of Romance Languages, first term. George L. Hamilton, Professor of Romance Languages, second term.

Leaving: Henri Grange, Instructor, has returned to France for military service.

New Appointments: Maurice Barret of Paris, Assistant in French. Jack Posin, of the University of California, as Instructor in the Russian Language and Literature.

Drake University (Des Moines, Ia.)

Fellowship: Edward Breitenkamp, Instructor in German, to go to Northwestern University on a fellowship.

New Appointment: Herman H. Vox, of the University of Minnesota as Assistant Professor of German.

George Washington University (Washington, D. C.)

Promotion: Gretchen Louisa Rogers, from Instructor to Assistant Professor of German.

Retirements: George Neely Henning, Professor of Romance Languages, retires as Professor Emeritus of Romance Languages. Cecil Knight Jones, Adjunct Professor of Spanish-American Literature, retires as Professor Emeritus of Spanish-American Literature.

Sabbatical Leave: Merle Irving Protzman, Associate Professor of Romance Languages, to study at Johns Hopkins University.

New Appointment: Louis Clark Keating, Assistant Professor of Romance Languages.

Grinnell College (Grinnell, Ia.)

Resignations: George O. Seiver, Assistant Professor of Modern Languages, who has been called to the University of Pennsylvania. Francis Werking, who is continuing his graduate work at the University of Wisconsin.

New Appointments: Harold LeRoy Clapp, formerly at Lake Erie College, Painesville, Ohio. Walter J. Schnerr, Instructor in Modern Languages.

Harvard University (Cambridge, Mass.)

Promotion: Aurelio Macedonio Espinosa, Instructor in Romance Languages on annual appointment, has been promoted to the Faculty staff on a three-year appointment.

Retirements: Louis Allard, Professor of French Literature, an Agrégé-des-lettres of the French University system and an honorary D. Litt. of Carleton College. Richmond Laurin Hawkins, Associate Professor of French.

Leaving: Albert Barnes Franklin, 3d, Instructor in French, will join the staff of the Department of Romance Languages at Williams College.

Leave of Absence: Louis Francis Solano, Instructor in Romance Languages for the first half of the academic year 1939-40, to be engaged in research in Rumania.

New Appointment: As Visiting Professor of Romance Languages for next year Professor R. Jasinski of the University of Lille, France.

Hunter College of the City of New York, (N. Y.)

Promotion: A. Hamilton Mason, Instructor, Department of Romance Languages.

Expiration of Appointment: Roland A. Lebel, Lecturer, Department of Romance Languages.

Leaves of Absence: Katherine D. Hymes, Instructor, Department of Romance Languages, leave for research. Bertha M. Masche, Instructor, Department of German, leave for study.

New Appointments: Elsie E. Pell, Lecturer, Department of Romance Languages. Mary Saponara, Tutor, Department of Romance Languages.

Transfers: To Department of Romance Languages: Raymond Mandra, Instructor. From Department of German: Ernestine D. Guelich, Instructor.

Indiana University (Bloomington, Ind.)

New Appointment: Franz H. Mautner, Assistant Professor of German.

Miami University (Oxford, Ohio)

Promotions: Harry J. Russell, to Associate Professor of Romanic Languages. Glenn Barr, to Associate Professor of Romanic Languages.

Leave of Absence: Don L. King, Associate Professor of Romanic Languages.

New Appointment: S. O. Palleske, Instructor of Romanic Languages.

Mills College (Mills College, Calif.)

Sabbatical Leave: A Cecile Reau, Professor of French, for the academic year 1939-40, to study and travel in France.

French Graduate Exchange Students: Mlle Janine Cahen and Mlle Martine Huard, both of Paris.

Mount Holyoke College (South Hadley, Mass.)

Leave of Absence: Alice Critchett, Instructor in Romance Languages for the year.

New Appointments: Pierre Guedénet, Instructor in Romance Languages. Lucrecia J. Ruisánchez, Assistant in Spanish, taking the place of Maria Velazquez.

New York University (Washington Square, N. Y.)

Promotion: E. W. Hesse, from Assistant to Instructor in Spanish.

Leaves of Absence: Oliver Towles, Professor of French for the first semester of 1939-40. G. C. L. Schuchard, Associate Professor of German, for the first semester of 1939-40.

Northwestern University (Evanston, Ill.)

Promotions: Cortland J. Eyer, to Assistant Professor of Romance Languages. Joseph M. Carrière, to Associate Professor of Romance Languages. C. Rudolf Goedsche, Assistant Professor of German, at beginning of year 1938-39.

Retirement: Roberto Brenes Mesén, Professor of Romance Languages.

Resignations: Mlle Monique Baillet and Ralph Baldner, Graduate Assistants in Romance Languages. Harold Von Hofe, Graduate Assistant in German.

Leave of Absence: A. J. F. Zieglschmid, Associate Professor of German, during second semester, 1939-40.

New Appointments: William Berrien, Assistant Professor of Spanish-American Literature. Hubert E. Mate, and Georges Védier, Graduate Assistants in Romance Languages. Walter Giesecke, Graduate Assistant in German.

Oberlin College (Oberlin, Ohio)

Promotions: Marjorie F. Lawson and J. W. Kurtz, from Instructor to Assistant Professor of German.

Retirement: (Mrs.) A. B. Harroun, Assistant Professor of German.

Return: Joseph R. Reichard, of the German Department of Ursinus College, returns to Oberlin College as Instructor in German.

The Ohio State University (Columbus, Ohio)

Promotion: Walter Gausewitz, from Assistant Professor to Associate Professor of German.

Retirement: T. E. Hamilton, Assistant Professor of Romance Languages.

Resignations: T. R. Bowie and Girdler B. Fitch, Instructors in Romance Languages.

New Appointment: Henri Amiel, Assistant Professor of Romance Languages.

Princeton University (Princeton, N. J.)

Promotions: A. Centeno, from Assistant Professor to Associate Professor of Spanish, M. Coindreau, from Assistant Professor to Associate Professor of French. E. B. O. Borgerhoff, from Instructor to Assistant Professor of French. Albert Van Eerden, from Instructor to Assistant Professor of German.

Retirement: Edward Cooke Armstrong, Professor of French.

New Appointments: Julian Bonfante, formerly of the Centro de Estudios Historicos, Madrid, and of the University of Geneva, Lecturer in Romance Languages. Robert A. Hall, of the University of Puerto Rico, Instructor in Romance Languages. Carlos Lynes, Jr., Instructor in French. W. T. E. Kennett, Instructor in French. Robert M. Browning, Instructor in German.

Simmons College (Boston, Mass.)

Sabbatical Leave: Edith Fishtine (now Mrs. Edith Fishtine Helman), to be absent 1939-40.

Smith College (Northampton, Mass.)

Promotions: Helene Cattanes, from Associate Professor to Professor of French. Michele F. Cantarella, from Assistant Professor to Associate Professor of Italian.

Sabbatical Leaves: Mlle Louise Delpit, Professor of French, and Helene Cattanes Associate Professor of French for the first semester. Mlle Marthe Sturm, Associate Professor of French, and Anacleto Vezzetti, Associate Professor of Italian, for the second semester.

Stanford University (Stanford, Calif.)

Promotions: Georges E. Lemaitre, from Associate Professor to Professor of Romance Languages. Miguel A. Prado, Instructor.

Resignation: John T. Reid, Instructor in Romance Languages.

New Appointment: J. Roland Jacobs, Assistant.

St. Olaf College (Northfield, Minn.)

Resignation: Pearl Niemi, Instructor in French.

Returning from Leave of Absence: Anne Blegen, Assistant Professor of French.

Pennsylvania State College (State College, Pa.)

Promotion: Frederick W. Pierce to be Head of the German Department. Harold W. Weigel from Assistant Professor to Professor of German.

Retirement: Lucretia V. T. Simmons, Professor Emeritus of German, for 20 years Head of German Department.

Leave of Absence: Luise J. Hurlbrink to study at the University of Pennsylvania.

New Appointment: John W. Kreeger, Instructor of German.

University of Arizona, (Tucson, Ariz.)

Promotion: Philip Hoffman, from Fellow to Instructor in Spanish.

Resignation: Elizabeth Henry, Instructor in Spanish, to be married.

Leave of Absence: Frances Eberling, Instructor in Spanish, to study at Stanford.

Death: Anita Calneh Post, Professor of Spanish.

New Appointments: Manuel Lopez, Assistant Professor of Spanish. Trygve Christianson Fellow in Spanish.

University of California at Los Angeles

Promotions: M. A. Zeitlin, from Assistant Professor to Associate Professor of Spanish. Gerald M. Spring, from Instructor to Assistant Professor of German.

Resignations: Rolf Hoffman, Associate Professor of German. Philip-R. Petsch, Instructor in German.

Leaves of Absence: Carl W. Hagge, to study at Berkeley. Anna Krause, Assistant Professor of Spanish, 1939-40.

Temporary Replacement: Raymond Immerwahr, as Associate in German *vice* C. W. Hagge.

Return from Sabbatical Leave: E. J. Crowley, Assistant Professor of French.

New Appointments: William J. Mulloy, Assistant Professor of German, from Vanderbilt University. Vern W. Robinson, as Instructor from Wesleyan. Ilse Huttner, Frederick Graebel, and John S. Spears, Teaching Assistants in German. J. K. Wells, K. A. Bowman, and S. D. Palz, Teaching Assistants in Spanish. Horace S. Craig, Associate in French, Walter Staaks, Jr., Galia G. Millard and Marie D. Molles, Teaching Assistants in French.

The University of Chicago

New Appointment: René Etiemble, lic. ès lettres, Instructor in French. He replaces Professor Henri David, emeritus.

University of Colorado (Boulder, Colo.)

Leave of Absence: Thérèse K. Stengel, Assistant Professor of German for 1939-40.

New Appointments: Gerhard Loose, from Lafayette, Assistant Professor of German. Bernice Helen Udich and Weldon Litsey, Graduate Assistants in Spanish. Marjorie Wheldon, Graduate Assistant in French.

University of Delaware (Newark, Del.)

Resignation: Ned C. Fahs, Instructor in Modern Languages.

New Appointment: Lawrence Healey, Instructor in Modern Foreign Languages.

University of Illinois (Urbana, Ill.)

Promotions: S. F. Will, from Associate Professor to Professor of Romance Languages, J. T. Geissendoerfer, from Assistant Professor to Associate Professor of German. Mimi I. Jehle and Herbert Penzl, from Associate to Assistant Professor of German. John Richard Frey, from Instructor to Associate in German.

Resignations: L. Clark Keating, Associate in Romance Languages, goes to George Washington University, Washington, D. C., with the rank of Assistant Professor. Boudinot Conner, Assistant in Romance Languages, to take up Graduate work at the University of

Chicago. Lewis Brett, Instructor in Romance Languages, goes to Queens College, Long Island, New York, with the rank of Assistant Professor. K. H. Planitz, Instructor, goes to the University of Cincinnati as Instructor. A. C. F. Scherer, Graduate Assistant, goes to University of Nebraska as Instructor. Carl Hammer, Jr., Graduate Assistant, goes to Vanderbilt University as Instructor.

Death: Régis Michaud, Professor of Romance Languages, died February 7, 1939.

Leaves of Absence: John Van Horne, Professor of Romance Languages, spent the second semester in Guadalajara, Mexico. Paul Jacobs, Professor of Romance Languages, spent the second semester in France and Switzerland.

Return from Leave of Absence: G. G. Schmalz, Graduate Assistant in German, returning from study in Germany.

Exchange: Horst Frenz, exchange teacher, returns to the University of Goettingen.

New Appointments: C. W. Rechenbach, Teaching Fellow at the University of Cincinnati, becomes Instructor. H. Norman Bryant, E. W. Goessling and C. F. Hennecke, Graduate Assistants in German.

University of Kansas (Lawrence, Kan.)

Promotion: John Ebelke, from Assistant Instructor to Instructor in German.

Resignation: Alan Holske, Assistant Professor of German, leaves to accept a position at the University of Minnesota.

Leave of Absence: Otto Springer, Professor of German, to do work in Germany and the Scandinavian countries during 1939-40.

New Appointments: Hans Haugemann, Assistant Professor of German, from the University of Wisconsin. Merle E. Simmons and William J. Smither, Assistant Instructors in Romance Languages.

The University of Miami (Coral Gables, Fla.)

Promotions: J. Riis Owre, from Assistant Professor to Professor of Spanish. W. P. Dis-
mukes, from Assistant Professor to Associate Professor of French and Italian.

New Appointment: Alexandre Jose de Seabra, Instructor in Spanish and Portuguese.

University of Michigan (Ann Arbor, Mich.)

Promotions: Nelson W. Eddy, from Instructor to Professor of Romance Languages.
Charles E. Koëlla, from Instructor to Assistant Professor of Romance Languages.

Retirement: John W. Scholl, Associate Professor of German, emeritus.

Leave of Absence: Norman L. Willey, Associate Professor of German, first semester.

Return from Leave of Absence: René Talamon, Professor of Romance Languages.

Resignations: Frank E. Oakes, Teaching Fellow. Henry C. Schwartz received a fellowship and resigned from the teaching fellowship in French.

New Appointments: Thomas L. Broadbent, James S. Edwards, and Aaron W. Norbury, Teaching Fellows.

University of Minnesota (Minneapolis, Minn.)

Promotions: Konstantin Reichardt, from Lecturer to Professor of German. Lynwood Downs, from Instructor to Assistant Professor of German. Paul Minault from Lecturer to Instructor in Romance Languages.

Retirement: Andrew A. Stomberg, Professor of Scandinavian.

Resignations: George Lussy, Associate Professor of German, to go to University of Oregon. Thorvald B. Madsen, Instructor in Scandinavian. Siegfried Puknat, Herman Vox, and Elsie Billman, Teaching Assistants in German. Alice M. Johnson, Teaching Assistant in Scandinavian. Howard S. Jordan, Instructor in Romance Languages, to go to Brown University. Mathilde Carranza, Instructor in Romance Languages. Anne H. Blegen, Teaching Assistant in Romance Languages.

Sabbatical Leave: Marguerite Guinotte, Assistant Professor of Romance Languages, in France.

Returning from Sabbatical Leave: Emilio LeFort, Assistant Professor of Romance Languages.

Death: Samuel Kroesch, Professor of German and Chairman of the Department, died October 26, 1938.

New Appointments: Alan Holske, Assistant Professor of German. Donald P. Morgan, Instructor in German, beginning 1938-39. Joseph T. Dale, John T. McAuliffe, and Byron P. Nielson, Teaching Assistants. Alrik Gustafson, Assistant Professor of Scandinavian.

University of Missouri (Columbia, Mo.)

Withdrawal: John Frank Davis, Assistant Instructor in Spanish returns as Professor of Spanish to Louisiana College.

New Appointments: Hermann Barnstorff, Assistant Professor of German, formerly at the University of Wisconsin. H. Logan Cobb and H. Merle Farnsworth, Assistant Instructors in Spanish. Richard E. Chandler, Graduate Assistant in Spanish.

The University of North Carolina (Chapel Hill, N. C.)

Withdrawals: John E. Craps, to be Instructor in German, University of Florida. James F. Cook, to be Instructor in German, Wake Forest College.

The University of Oklahoma (Norman, Okla.)

Promotions: Maurice Halperin and Johannes Malthaner, from Assistant Professor to Associate Professor of Modern Languages.

Leaves of Absence: Della Brunsteter, Assistant Professor of French, for second semester. Stella Sanders, Assistant Professor of Romance Languages. W. A. Willibrand, Associate Professor of Modern Languages.

New Appointment: Berthe Louise Bourgoin Webb, Graduate Assistant in Modern Languages.

University of Oregon (Eugene, Ore.)

Retirement: F. G. G. Schmidt, Professor of Germanic Languages and Literatures, and Head of the Department, retirement effective September 30, 1939.

Resignation: Ainsley M. Carlton, Instructor in Germanic Languages and Literatures.

Return from Sabbatical Leave: Edmund P. Kremer, Professor of Germanic Languages and Literatures.

New Appointments: George F. Lussky, Professor of Germanic Languages and Literatures, and Head of the Department. Walter C. Kraft, Graduate Assistant in Germanic Languages and Literatures. Christian M. Freer, Frances Harland, Mary F. Wernham, and Marion G. Fuller, Graduate Assistants in Romance Languages.

University of Pennsylvania (Philadelphia, Pa.)

Promotion: Otis H. Green, from Associate Professor to Professor of Romanic Languages.

Resignations: François de la Fontainerie, Assistant Professor of Romanic Languages. George F. Cole, Lecturer in French. David Finkelstein, Assistant Instructor in Romanic Languages. Kimberley S. Roberts, Assistant Instructor in Romanic Languages. Norman P. Sacks, Assistant Instructor in Romanic Languages.

Leaves of Absence: Miguel Romera-Navarro, Professor of Spanish, for the second semester. Milton H. Stansbury, Assistant Professor of Romanic Languages, for the academic year.

New Appointments: William J. Roach, Assistant Professor of Romanic Languages, formerly Instructor in Romanic Languages, the Catholic University of America. George O. Seiver, Assistant Professor of Romanic Languages, formerly Assistant Professor of Romanic Languages, Grinnell College. William V. Hoffman, Instructor in Romanic Languages, for-

merly Graduate Assistant in French, University of Wisconsin. William H. Bohning, Assistant Instructor in Romanic Languages, formerly Assistant in Spanish, Lehigh University. Graydon Hough, Assistant Instructor in Romanic Languages, formerly Instructor in Romanic Languages, Hawken School, Cleveland, Ohio.

The University of Tennessee (Knoxville, Tenn.)

Leave of Absence: A. H. Grossman, Instructor in Germanic Languages, for the academic year 1939-40 to study at the University of Michigan. W. E. Stiefel, Professor of Romance Languages for the Spring Quarter for study at the University of Chicago 1938-39. T. C. Walker, Professor of Romance Languages, for the Fall Quarter, 1939-40 to study at Johns Hopkins University.

University of Wisconsin (Madison, Wis.)

Promotion: Roe-Merrill S. Heffner, Associate Professor to Professor of German.

Resignations: Hermann Barnstorff, Instructor in German to be Assistant Professor of German at the University of Missouri. Hans Hagemann, Instructor in German, to be Assistant Professor of German at the University of Kansas.

Leave of Absence: Helmut Rehder, Associate Professor of German, first semester.

Return from Leave: C. D. Zdanowicz, Professor of French. J. L. Russo, Associate Professor of Italian. E. I. Haugen, Professor of Scandinavian.

The University of Wyoming (Laramie, Wyo.)

Promotion: Paul Karl, from part-time to full-time Instructor in Modern Languages.

Leaving: Richard Ehrlich, Instructor on leave in Germany, after one year at the University of Illinois. Charles Hennecke, to return to the University of Illinois.

Sabbatical Leave: Maria L. Molinary, Assistant Professor of Modern Languages, to do Graduate work at the University of California, Berkeley, Calif.

Return from Sabbatical Leave: Carle Malone, Assistant Professor of Modern Languages, was at the University of Washington, Seattle.

New Appointments: Ernst Jurgens, from the University of Iowa, supplying for R. Ehrlich. Mary Coughlin, from the Southern Branch of the Utah State Agricultural College, Cedar City, Utah.

Vassar College (Poughkeepsie, N. Y.)

Retirement: Edith Fahnestock, Professor of Spanish and Chairman of the Department. Margarita de Mayo, Associate Professor will be Chairman.

Leaving: Eudofilia Arboleda, Instructor in Spanish.

New Appointments: Maria Alicia Martin, Instructor in Spanish. Pilar Madariaga, Assistant in the Department of Spanish.

Washington University (Saint Louis, Mo.)

Promotion: Bernard Weinberg, to be Assistant Professor of Romance Languages.

Resignation: Walter Silz, Professor of German and Head of the Department.

New Appointments: Fred O. Nolte, Professor of German and Head of the Department. Bateman Edwards, Professor of French and Head of the Department of Romance Languages.

Wellesley College (Wellesley, Mass.)

Promotion: Pedro Salinas, from Visiting Professor to Professor of Spanish.

Resignations: Lilli G. Burger, Instructor in German. Lucie LeGarrec, Lecturer in French. Renée B. White, part-time Instructor in French.

Leaves of Absence: Dorothy W. Dennis, Associate Professor of French, first semester. Helen P. Houck, Associate Professor of Spanish, second semester. Marjorie H. Ilsley, Assistant Professor of French, second semester.

New Appointments: Madeleine-Juliette Frances, Lecturer in French. Christine Henry, Lecturer in French. Magdalene Schindelin, Associate Professor of German.

Wesleyan University (Middletown, Conn.)

Resignation: Stuart M. Gross, Instructor in Romance Languages, to accept a position at Hofstra College.

New Appointment: Robert Gano Bailey, Instructor in Romance Languages.

Williams College (Williamstown, Mass.)

Promotion: Enrique S. de Lozada, from Instructor to Assistant Professor of Romanic Languages.

Resignation: Ames Haven Corley, Professor of Romanic Languages.

New Appointments: Albert Franklin, Instructor in Romanic Languages. Halfdan Gregersen, Associate Professor of Romanic Languages.

Yale University (New Haven, Conn.)

Promotion: Andrew Richmond Morehouse, from Assistant Professor to Associate Professor of French. Heinz Siegfried Werner Bluhm, from Instructor to Assistant Professor of German.

Retirement: Hollon A. Farr, Associate Professor of German.

Resignation: Joseph F. Jackson, Associate Professor of French.

Leave of Absence: Robert Seldon Rose, Professor of Spanish and Italian, for the academic year 1939-40.

New Appointments: Henri Maurice Peyre, Sterling Professor of French. Robert L. Wade, Instructor in French. Asa C. La France, and John A. Van Erde, Assistants in French. Salvatore J. Castiglione, and Frederick G. Dyas, Jr., Instructors in Spanish and Italian.

• In Memoriam •

ALGERNON COLEMAN—IN MEMORIAM

THE news of the sudden death of Professor Coleman on August 8 came as a tragic shock to his many friends and co-workers. His passing has removed one of the leading figures in our profession. Beginning with the World War, he came into the front rank of those who struggle with the problems of modern language teaching. As the second of the series of managing editors of *The Modern Language Journal*, 1919-1922, he began to make the national contacts which brought him into touch with an everwidening circle of educationists and administrators as well as members of our own guild. When the Modern Foreign Language Study was organized in 1924, Coleman, then director of the American University Union in Paris, was invited to join its committee of direction. He hesitated for some time, as he was deeply interested in the modern French novel and looked forward to further creative work in that field. But his good genius brought him to join a movement for which he had a unique equipment in experience and personality. He became one of the strongest driving forces behind the survey that followed; and his work, *The Teaching of the Modern Languages in the United States*, published in 1929, put together in masterly form the findings of the Study in the fields of statistics, testing and other experiments, and the word and idiom studies and focused all these on the practical questions of the organization of modern language work. The results and the views of the Committee were presented with a vigor and persuasiveness that have assured this book a lasting place in the library of American education. The controversy over certain recommendations, chiefly those relating to the attainment of the reading objective, brought him fully into the forefront of discussion. This he carried on with deep conviction, but also with fine humor. As a frequent contributor to the journals of modern language teaching, as well as to those in education and educational psychology, and as a speaker at educational gatherings, he presented his views with a dignity and courtesy that won consideration and respect from all.

With the conclusion of the survey, his service to the cause had only just begun. As Secretary of the Committee on Modern Languages of the American Council on Education and its most active member, he continued to carry on the work of experiment and research. His *Analytical Bibliography of Modern Language Teaching*, Volume I, 1933; Volume II, 1938, surveyed the harvest of experimental undertakings in the ten years after 1927. These were examined and criticised with a trenchant pen. The volume *Experiments and Studies*, 1934, which he compiled, brought the results of a number of undertakings on the part of the Committee which he had directed or supervised. Two works of broad scope yet unpublished were the fruits of his last years. The first, "A Report on the Teaching of English to Non-English Speaking Pupils in the Continental United States," which he left ready for publication, is a broad survey of the materials in the field of the teaching of English as a foreign language. The other, *A French Syntax List*, based on a frequency count, is fortunately so far advanced that it can be finished in the coming year. This great undertaking was the work of ten years.

Coleman's greatest gift as teacher and leader was his feeling for reality and his willingness to push aside traditional theories and face concrete problems. He was a real pioneer in education, and like other road-breakers in this field, thoroughly impatient of *clichés* and insistent on a solid ground of experiment as the necessary basis for fruitful endeavor. These characteristics were enforced by a keen intelligence, tireless industry, and a scholarly conscience.

To those who knew him personally, Coleman will always live in grateful memory. To conferences and indeed to all personal contacts, he brought a fine sense of personal honor, the charm of manner that belongs to a cultured background, and a genial humor that helped over many difficult situations. Above all, he will be remembered for his absolute unselfishness. It is not generally known that, except for part-time relief from his duties at the University of

Chicago during the two busiest years of the Study, all of his services in the cause to which he gave so many years of his life were without compensation. After 1927 he received nothing for time and effort which might have been devoted to the preparation of gainful books of instruction. The thought of capitalizing his experience and reputation was thoroughly distasteful to him, and it was often with difficulty that he could be brought to accept reimbursement for necessary and authorized expenses. His work for the cause was indeed a labor of love.

Every life must seem fragmentary in the view of him who lives it and his contemporaries. It is only Time, the Great Artist, that can put the fragments together into a finished picture. But even in the present perspective it can be said that Coleman's life work seems complete as a noble contribution to the solution of great educational problems.

ROBERT HERNDON FIFE

MARTIN SOMMERFELD—IN MEMORIAM

MARTIN SOMMERFELD, newly appointed Professor of German at Queens College of The College of the City of New York died suddenly of a heart attack on July 25 at Bristol, Vermont, where he had been teaching in the Middlebury College School of German. His wife and two children survive him.

Born on May 2, 1894, in Angerburg, East Prussia Martin Sommerfeld studied at the Universities of Berlin and Munich, taking his Ph.D. degree in 1916 in Munich. He was Privatdozent für deutsche Philologie und Literaturgeschichte at the University of Frankfurt am Main from 1922-26, and Professor und Direktor des Germanischen Proseminars from 1927-33. In 1933 he was called to Columbia University as Visiting Professor. With the advent of Hitler to power he lost his post in Germany. Aided by grants from The Emergency Committee for Displaced German Scholars he then became Visiting Professor of German at New York University until 1936, when he accepted a professorship at Smith College, where he taught until his death. From the date of its inception Queens College had offered him a position on its staff and in the Spring of 1939 he accepted a professorship there, having been granted a year's leave of absence from Smith College.

His publications are numerous and cover a wide range of German literature. Among them are *Nicolai und der Sturm und Drang*, Halle, 1921; *Hebbel und Goethe*, Bonn, 1923; *Deutsche Barocklyrik*, Berlin, 1929; *Deutsche Lyrik, 1880-1930*, Berlin 1931; *Romantische Lyrik*, Berlin, 1932; *Judith-Dramen des 16. und 17. Jahrhunderts*, Berlin, 1933; *Goethe in Umwelt und Folgezeit*, Leyden, 1935; *George, Rilke, Hofmannsthal*, New York, 1938. He was general editor of the *Literarhistorische Bibliothek* and a frequent contributor of articles and reviews.

His death constitutes a serious loss to Germanistic scholarship in this country and in the world and to the teaching of German. Martin Sommerfeld combined in an unusual degree the exactness and precision of the philologist with the sensitive understanding of the artist. His analyses of German lyric poetry, for example, penetrated every aspect of poetic expression and gave his hearers and readers a deep insight into the mysteries of the creative process.

Though he must have suffered cruelly over the fate that overtook him, he never allowed any bitterness to intrude itself into his work, but rededicated himself, as it were, anew in America to the ideals of scholarship and learning and humane living for which he had always stood. He was happy in his new surroundings, enthusiastic over his American students and colleagues, and thankful to the democracy that had so generously opened its doors to him and his family. His colleagues and students will hold in grateful memory the kindly, sensitive, modest gentleman and scholar, Martin Sommerfeld.

JOHN WHYTE

Brooklyn College

• Meetings of Associations •

NEW ENGLAND MODERN LANGUAGE ASSOCIATION

THE 36th Annual Meeting of the New England Modern Language Association was held Friday and Saturday, May 12 and 13, 1939, at Trinity College, Hartford, Connecticut.

At the Friday evening dinner Mr. Chester M. Walch, President of the Association, acting as Toastmaster, introduced the following speakers: Odell Shepard, Professor of English Literature at Trinity College; Jeanne Low, President of the Connecticut Chapter, American Association of Teachers of French; Thomas J. Quirk, Principal, Hartford Public High School; Professor L. H. Naylor, Trinity College; Dr. Alonzo G. Grace, Commissioner of Education for Connecticut; and Mr. William B. Snow, first president of the New England Modern Language Association and one of the founders of the National Federation.

At the Saturday morning section meetings the following men served as chairmen: French, Professor Albert Mann, Wesleyan University; German, Professor Archie R. Bangs, Trinity College; Italian, Professor Joseph M. Raschella, Albertus Magnus College; Spanish, Professor A. Roy Thompson, Boston University.

The Speakers and their subjects were as follows:

"E.P.S.—Amboise," John R. Williams, Trinity College

"Literature and Life," Gilbert Chinard, Princeton University

"A Practical Method of Independent Reading in German," L. E. Gemeinhardt, Wesleyan University

"Heimatkunst In Modern German Literature," Arthur H. Hughes, Trinity College

"Le comedie dell' Ariosto, documenti di vita italiana," Dr. Gabriella Bosano, Wellesley College

"Spanish Literature of Today," E. Allison Peers, University of Liverpool.

At the Combined Meetings the Speakers were: Dr. Theodore Huebener, Assistant Director of Foreign Languages, New York City, "The Teaching of Foreign Civilization"; and William G. Wendell, Trinity College, "The Influence of Wine on Letters."

At the business meeting a motion was carried, approving a constitutional change providing for a junior membership, whereby for a trial period of one year persons out of college or university not more than three years will be admitted as members of the Association on payment of annual dues of \$1.00.

The nomination of Prof. Charles W. French, Boston University, to succeed himself as representative of this Association to the Executive Committee of the NFMLT was opposed by Prof. Carleton A. Wheeler, Tufts College, who declared for the principle of rotation in office. He placed in nomination the name of Dr. H. M. Bosshard of Clark University. After considerable debate, the election was decided by a written ballot in favor of Professor French.

The following officers were elected:

President

Michael S. Donlan, Dorchester High School
for Boys

Vice Presidents
(five)

Stephen A. Freeman, Middlebury College
Rev. Warner F. Gookin, Avon Old Farms,
Avon, Connecticut
Hans Kurath, Brown University
Roy Thompson, Boston University
Robert H. Williams, Brown University

*Directors, three-year term
(three)*

Henry Fiske, St. Paul's School, Concord, N. H.
Joseph Sasserno, Roxbury Latin School, West
Roxbury, Mass.

Isabel Kagwin, Classical High School, Springfield, Mass.

Librarian

Arthur Racine, Mechanic Arts High School,
Boston, Mass.

Business Manager

Walter I. Chapman, English High School,
Boston

Secretary-Treasurer

Edith Gartland, Boston Teachers College,
Boston

WILLIAM F. WALSH, *Sec.-Treas.*

CENTRAL WEST AND SOUTH ANNUAL MEETING

THE Association of Modern Language Teachers of the Central West and South met at the Drake Hotel, Chicago, Illinois, April 21 and 22, 1939. The local committee, of which Miss Ruth R. Maxwell was general chairman, had done everything possible to make this meeting the success it was.

The custom established a year ago of having exhibits of high school and college texts and reference books was continued. We are grateful to the publishers for the way they cooperated with our Association and we hope they will continue giving us their support.

The business meeting was held at 4 P.M. on Friday. Most of the time was taken with a discussion of resolutions calling for changes in policy in the National Federation.

A new state organization was welcomed into the AMLTCWS, the Tennessee Modern Language Association. Professor M. L. Shane of the Peabody College for Teachers, Nashville, Tenn., represented the Tennessee Modern Language Association at this meeting.

The Annual Dinner was held at 7 P.M. Miss Ruth R. Maxwell presided. Music was furnished by Freda Trepel and Ruth Trump of the Chicago Musical College. Greetings were brought by Mrs. William S. Hefferan, of the Board of Education of the Chicago Public Schools. Mrs. Hefferan spoke of the great importance of modern languages in our schools. The address of the evening was given by Dr. George Bobrinskoy of the University of Chicago who spoke on the subject, "An Ancient Language Speaks to the Modern." It was instructive and full of helpful suggestions. A foreign movie: *Les Perles de la Couronne* was presented by the International Film Bureau of Chicago.

The program of the general session on Saturday morning, at which President Stephen L. Pitcher presided, consisted of various papers dealing with timely subjects. Professor Newton S. Bement of the University of Michigan spoke on "A Regional Examination of the Foreign Language Situation from the University Viewpoint." This was followed by a discussion on the participation by Modern Foreign Language Organizations in the work of the National Commission on Cooperative Curriculum Planning. Professor Russell P. Jameson of Oberlin College; Professor Lilly Lindquist of Wayne University; and Professor C. M. Purin of the University of Wisconsin took part. The meeting was then addressed by Dr. R. D. Jameson, recently of the National Tsing Hua University, Peking, China, and now consultant in Comparative Literature at the Library of Congress. He spoke on "Language versus Intelligence." Following this, Professor W. S. Hendrix of Ohio State University discussed the "Role of Radio in Modern Foreign Language Teaching." The various committees made their reports and deep appreciation was expressed by the Committee on Resolutions for the fine work of the local committee and the excellent service and cooperation of the Drake Hotel.

The Noon Luncheon was addressed by Dr. Franklyn B. Snyder, president of Northwestern University, who spoke inspiringly and encouragingly to language teachers.

The various sectional meetings held in the afternoon were well attended.

The following companies cooperated with our Association for this meeting: Allyn and

Bacon, 2231 South Park Way, Chicago; Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago; Doubleday, Doran and Company, Inc., 14 W. 49th St., New York; French Line, 322 North Michigan, Chicago; Harcourt, Brace and Company, Inc., 1525 E. 53rd St., Chicago; Harper and Brothers, 39 E. 33rd St., New York; D. C. Heath and Company, 1815 Prairie Avenue, Chicago; Henry Holt and Company, Inc., 2626 Prairie Avenue, Chicago; International Film Bureau, 59 E. Van Buren St., Chicago; Johnson Publishing Company, 623 S. Wabash Avenue, Chicago; The Macmillan Company, 2459 Prairie Avenue, Chicago; David McKay Company, 604 S. Washington Square, Philadelphia; Prentice-Hall, Inc., 70 Fifth Avenue, New York; Scott, Foresman and Company, 623 S. Wabash Avenue, Chicago.

The following annual officers were elected: President, Dr. E. B. de Sauzé, Director of Foreign Languages, Cleveland; First Vice-President, Miss Laura B. Johnson, University of Wisconsin; Second Vice-President, Miss Lucy M. Will, University of Minnesota; Delegate to National Federation, Stephen L. Pitcher, Supervisor of Foreign Languages, St. Louis, Mo.

The section officers are as follows:

French.—Chairman, Professor James L. Cattell, Purdue University; Secretary, Miss J. Knott, Shaw High School, East Cleveland, Ohio.

German.—Chairman, Professor Robert T. Ittner, Indiana University; Secretary, Dr. Uland Fehlau, University of Cincinnati.

Italian.—Chairman, Professor Hermann H. Thornton, Oberlin College; Secretary, Dr. Giuseppe Cherubini, Western Reserve University.

Spanish.—Chairman, Professor Stanley E. Howell, Michigan State College; Secretary, Miss Mary P. Coates, Lakewood High School, Ohio.

The next meeting of the Association will be held in Cleveland. The date will be announced soon.

Julio del Toro, *Secretary*

Notice: The Secretary-Treasurer of the Association of Modern Language Teachers of the Central West and South is Professor Julio del Toro, University of Michigan, Ann Arbor, Michigan. Members and prospective members of the Association should send their subscriptions for *The Modern Language Journal* through him.

SOUTH ATLANTIC MODERN LANGUAGE ASSOCIATION

THE twelfth annual meeting of the South Atlantic Modern Language Association will be held in Birmingham, Alabama, on the campus of Birmingham-Southern College, December 1 and 2, 1939. The sessions will begin at 10:00 A. M. December 1, and end at noon, December 2.

• Notes and News •

PRACTICAL EDUCATION FOR DEMOCRACY

A CONSTANT, affirmative emphasis on democracy in all its essentials and implications is the keynote of educational thinking today. Facing the challenge of totalitarian systems with their spawn of race, religious, and class hatred, American educators are conscious as never before of the necessity of definite action within the schools to counteract the rising tide of intolerance. Teachers who are looking for help in this imperative task should know the work of the Service Bureau for Intercultural Education. It offers a positive curricular approach to the problem of intergroup prejudice, expert service where friction threatens, and practical aids for the classroom teacher, based on fifteen years' study and experimentation.

The Service Bureau for Intercultural Education fosters understanding and appreciation among the many ethnic and culture groups that compose the population of the United States. Its methods have been successfully used in more than fifty public schools in all parts of the country, with widely different problems. It collects and publishes facts on all culture groups, and its research material formed the basis for the highly successful radio series, "Americans All—Immigrants All" broadcasts on Sundays in 1938-39 by the U. S. Office of Education in cooperation with the Columbia Broadcasting System. Permanent recordings as well as scripts of the broadcasts are available from the U. S. Department of the Interior, Office of Education, Washington, D. C.

Among its direct services are Teachers' Manuals on Intercultural Education at primary, elementary, and junior and senior high school levels; one hundred classroom units designed to be used in various high school departments, containing suggestions for class activities and assembly programs. Field service is available by special arrangement. Courses for teachers and community leaders have been conducted by the Service Bureau staff at Columbia University, New York University, Temple University, Boston University, the University of California, and for the Board of Education of the City of New York. This coming year courses will be given for the Board of Education of New York City and at New York University.

Send for publications list, prices, and full information to the Service Bureau for Intercultural Education, 300 Fourth Avenue, New York City.

DR. LANNING BECOMES EDITOR OF *THE HISPANIC AMERICAN HISTORICAL REVIEW*

DR. JOHN TATE LANNING, associate professor of history in Duke university, has been appointed managing editor of *The Hispanic American Historical Review*, Duke quarterly publication, succeeding the late Dr. James Alexander Robertson, of the Hall of Records, Annapolis, Md., who died on March 20.

Dr. Alan K. Manchester, also of the Duke history faculty, has been appointed associate managing editor of the Review.

The late Dr. Robertson edited the Review from its first issue to the second number of the eighteenth volume. He was a graduate of Western Reserve University and spent many years collecting and editing materials relating to Latin American history. From 1910 to 1915 he was librarian of the Philippine Library at Manila.

The new editor of the review, a native of North Carolina, was graduated from Duke and received the A.M. and Ph.D. degrees from the University of California. He ranks among the leading authorities in this country in the field of Hispanic-American culture, and for a decade has done extensive research on the history of colonial universities. He has spent considerable time in South America, Mexico, and Central America, as well as in Europe, and has lectured and read papers at many universities and before other societies and organizations. Dr. Lanning is a member of the Instituto Panamericano de Geografia y Historia and other historical societies. His publications, books and articles, both in Spanish and English, are numerous.

"LANGUAGE LEAFLETS"

"LANGUAGE LEAFLETS" is a series of brief statements dealing with the importance of the study of modern foreign languages, published under the auspices of the National Federation of Modern Language Teachers and edited by Henry Grattan Doyle. Two numbers have come to hand, 1. *The Study of Modern Foreign Languages*, by the Hon. Sumner Welles, Under Secretary of State, and 2. *A Blind Spot in Education*, by Henry M. Wriston, President of Brown University. Orders may be placed through Dean Doyle, George Washington University, Washington, D. C., single copies selling at 10 cents, ten for fifty cents, fifty for \$2.00.

Reviews

CALLAHAN, J. J., *Science of Language*. Pittsburgh, Pa.: Duquesne University Press, 1938.

The *Science of Language* is hardly a textbook for beginners in language studies, but it should prove helpful to those teachers and advanced students who have been bewildered by many of the current undigested and conflicting theories about language, grammar, and literature. Going to the roots of his subject, Dr. Callahan traces the origin of language studies from their beginnings in the exegesis of the poets among the ancients, especially the Greeks. He is enabled thereby to differentiate studies, such as grammar, accidence, and rhetoric, that sprang from a common source, and to distinguish clearly the field of each. As the author wisely points out, the most important of all language studies is great literature itself, from which all other language studies have been derived, and to which they are auxiliary. The intelligent study of such literature results in clarity of thought and speech, an enlivened imagination, a quickened moral sense, and a balancing of the faculties—in short, the objectives achieved by the traditional liberal education.

In treating the order in which language studies should be taken up, the author is soundly practical. First come the rudiments, learned through imitation and, in any event, without analysis. These are followed by the more formal and analytical studies, which, however, must not be pursued as ends in themselves but as means to a better expression of one's own thought and a fuller understanding of the thought of others.

The treatment of grammar and grammatical etymology avoids both pedantry and the erratic lawlessness that has appeared in some reputedly high places. This result the writer achieves, not by a middle-of-the-road compromise, but by a liberal but accurate adherence to well-established usage. Illustrations are drawn almost wholly from literature, principally from Shakespeare; hence the treatment, while not philological, is sufficiently historical.

If the *Science of Language* has any fault, it is a tendency to run into too extensive analysis. The distinction between *shall* and *will*, for example, admirably made in its main outlines, seems to this reviewer to have been carried into too detailed ramifications. But the logical clarity and the analytical accuracy of the book more than compensate for an occasional fault of this sort.

RAYMER MCQUISTON

Ohio University,
Athens, Ohio

SCHNEIDER, FRANZ, *Teaching and Scholarship and the Res publica*. Berkeley: The Pestalozzi Press, 1938. Price, \$1.25.

The first of the six essays which comprise this volume presents the liberal arts college as primarily responsible in America for developing social passion and sympathy, and a practical idealism. The end of education, it is held, is essentially spiritual—the creation of informed, ethical personalities in a democratic society. Since the natural scientist is associal by professional habit, and not interested in building social structure, educational leadership for building an enlightened and morally alert society rests chiefly upon the instructors in the humanities. If education is to become more spiritual, the teacher, besides knowing his students and being a master of his subject matter, must be dynamic or a spirited teacher. While concerned always with imparting knowledge, the teacher's chief task is to generate an enthusiasm for learning and to inspire vision, insight and moral courage in respect to things human.

The last five brief essays direct attention to: the opportunity of the modern language

teacher to banish national prejudices and to build bridges of appreciation and understanding between peoples; the privilege and responsibility of the college teacher to assist in raising the standards of scholarship in the high school; the natural scientist's disinterested study of nature as having value and deserving praise, yet as requiring little moral courage and making little contribution to man's spiritual development; the fact that scholarship in the high school has its rewards even in the business world; and America's primary task in the twentieth century as the twofold one of finding a just solution to our economic problems and of making an effective contribution to world peace.

Every page of this finely written booklet reveals an appreciative understanding of the high calling of the liberal arts college. Many readers will wonder, however, whether the author has not gone too far in his criticism of the scientist as asocial and of the high school principal as not interested in scholarship.

WALTER S. GAMERTSFELDER

Ohio University,
Athens, Ohio

STENDHAL, *La Chartreuse de Parme*. Edited by Manuel Brussaly. Harper and Brothers, 1938.

Those who wish to introduce Stendhal early in the study of French can now choose between two editions (see M.L.J., December, 1937). In both the essentials of the complicated plot are kept. Professor Brussaly adds, at the beginning of each chapter, suggestions which should aid the student to understand, and sometimes to challenge, the psychological intentions of the author. This is sure to stimulate interest in class discussion. Brief notes, placed at the bottom of the pages, offer geographical and historical explanations, with occasional translation of idiom. But the vocabulary is intended to solve the majority of linguistic difficulties. As the text is obviously meant for early reading, I would suggest that explanation might well be given for a few more idioms: e.g. p. 59, l. 15: *Peste! elle n'est pas dégoutée*, or again, p. 143, l. 7: *C'est le cas de faire le del Dongo*. I have noted but two omissions in the vocabulary: p. 67, l. 29, *biscatens* (= bullets) and p. 60, l. 8, *Tu vas te faire moucher*, where *moucher* means killed, and not, as in modern slang "reprimand."

One question arises in my mind, possibly because of a general prejudice against abridged texts. Is Stendhal well adapted for early reading and is available space better used for a vocabulary than for inclusion of more of the original? I have found the Scribner text of *Le Rouge et le Noir*, which is practically complete, very satisfactory for college students at the end of the second year.

BENJ. M. WOODBRIDGE

Reed College,
Portland, Oregon

DUVERNOIS, HENRI, *La Maison Camille*. Edited by Rosa Bissiri. New York: F. S. Crofts and Company, 1939. Price, \$1.25.

This delightful collection of four stories by Henri Duvernois gives the language student variety as well as enjoyable, humorous, modern reading material. *La Maison Camille* pictures the life of certain *couturières*, while *Péripétie* tells of the influence of a "would be" writer in the lives of a young couple. *A l'instar de Brummel* needs no explanation. *Ammena*, the last of the stories, portrays a character who realizes that she is not suited to the life that she is leading, who refuses to be something that she is not, and who returns to her country home.

Although the text has an unusually large number of words of low frequency, the vocabulary is complete, and the notes, while brief, are sufficient and informative.

The introduction outlines the literary career of Henri Duvernois and provides a bibliography of the writings of the author as well as references to his works. The editor also makes

use of the introduction to give necessary background for the complete understanding of the novelette *La Maison Camille*.

In the opinion of the reviewer, since the value of reading is for understanding and enjoyment; this reader might best be used in college classes. However, it might be successfully used in exceptionally good third year high school and second year college classes.

ESTELLE LEONARD MURPHY

Cambridge High School,
Cambridge, Maryland

MIRBEAU, OCTAVE, *Les Affaires sont les Affaires*. Edited by Charles A. Rochedieu and Paul T. Manchester. New York: D. Appleton-Century Company (The Century Modern Language Series), 1939. Price, \$1.25.

This American edition of Mirbeau's play is a worthy addition to the growing list of works available for a contemporary drama course. It is a good example of the social drama with an emphasis on the naturalistic side.

Les Affaires sont les Affaires (1903) deals with the money question, which has been the theme of many an earlier play. It is a character study of the money-mad Isidore Lechat who lets nothing stand in the way of adding to his rapidly growing but ill-gotten wealth. "Business is business" is his sole creed. Like Balzac's Père Grandet, this predatory millionaire sacrifices everything on the altar of the money god. He gambles everything for wealth and power and, at the end, loses it all. His only son dead, his only daughter gone, deserted by all his friends, bereft of love, honor, happiness and companionship, he presents a pathetic picture at the close of the play. Deeply shaken but nevertheless unbroken by these misfortunes he manages to complete another deal to his own advantage, and one can picture him going on and on with his schemes. This *dénouement* is a very good characterization of the man himself.

This play is well edited. The notes seem ample and the vocabulary is complete. No very great difficulty should be experienced by students of second-year or third-year French in reading the play. In the introduction the editors have given an excellent, if brief, review of the author's life and a good review of the play itself. Only a few obvious misprints and omissions of accents were noticed. Without any hesitation this reviewer commends this play as a welcome addition to books available in the field of modern drama.

BURL BEAM

Ottawa High School,
Ottawa, Kansas

G. T. WILKINSON, *French Operatic Readings*. New York: Oxford University Press, 1938. Price, \$2.50.

This handsome book, inscribed to a great teacher, Raymond Weeks, contains the French originals of five famous operas. They are: *Manon Lescaut* by Prévost; *Le Barbier de Séville* by Beaumarchais; *Carmen* by Mérimée; *Le Roi s'amuse* by Hugo; and *Le Jongleur de Notre Dame* by France. Each literary document is preceded by a short introduction in English, giving the musical history of the opera, as well as a sketch of the author. Very little is said of the composers. Departures of librettos from texts with reference to main episodes are noted. *Manon* has suffered some ten excisions, with *résumés* in English to replace the omissions. For this reason, I think, my own edition of *Manon* by the same publishers is preferable. The other texts seem complete. Very copious and excellent footnotes explain difficulties and historical references. After 428 pages of textual material, a vocabulary of 80 pages completes the work.

We find thus presented two novels and two plays of considerable length but indubitably consecrated by many operatic performances. The same cannot be said of the short story by

Anatole France. Reasons of space probably dictated a brief original for the fifth opera. Yet one wishes it had been possible to use some text more frequently shown operatically, Debussy's *Pelléas et Mélisande* (Maeterlinck), Massenet's *Thaïs* (France), or even an actual libretto like that of Charpentier's *Louise*. This however is a mere quibble with so fine a piece of editorial work and with such a rich treasury of great literature, a novel and play of the 18th century, and a novel, play and short story of the 19th. Real teachers will not hesitate to introduce such texts, carefully provided with explanatory aids, and freed of the usual ballast of questionnaires and exercises. The Oxford Press has given the book clear type and good paper. It should be a pleasure to use it in a classroom, presumably in the second semester of second year or in the third year of college work.

HARRY KURZ

Queens College,
New York City

HOLMES, U. T. and SCHUTZ, A. H., *A History of the French Language*, New York, Farrar and Rinehart, Inc., 1938. Price \$2.50.

The history of the French language has, until of late, received but scant notice from writers in English. Within the last few years some contributions have been made, notably the excellent study of Ewert. The work of Holmes and Schutz stands apart, however, as an extraordinarily successful condensation of this complex subject. The authors have managed to communicate something of their enthusiasm for the fascinating study of language, and to make the reader realize that language is a living medium, reflecting in its constant change the psychology and civilization of a people.

In surveying the history of the French tongue from Latin to the present day, they treat an extensive list of topics indispensable to a sound knowledge of French literature and grammar, from the dicta of Vaugelas to the *Félibrige* and the linguistic status of present-day Belgium. The *raison d'être* of such irritating questions as the apostrophe in *grand'mère*, the pleonastic *ne*, the historical infinitive, the so-called etymological spellings of *vingt*, *pied*, *doigt*, etc., and a host of others find satisfactory explanation here. A special word of praise should be given to the handling of the 16th and 17th centuries. In spite of the involved mass of material, the presentation is a felicitous one.

There are naturally some points which will provoke discussion, particularly in the first section. No one can set incontestable dates for the Vulgar Latin period, much less define Vulgar Latin to suit every scholar. The choice of nomenclature, though in the main judicious, may occasionally fail to concur with every taste ("koiné," "Low Romance," "drift," and the like). Only one adverse comment might well be leveled at this admirable essay, namely that its very virtue, concision, is on occasion its fault.

In a subsequent edition, the amplification of certain sections, mainly philological and morphological, and the inclusion of more illustrative material, could enhance its value without altering noticeably the succinct form of the work. The subject in its more scientific aspects does not make for easy reading, and the style at such times tends to become overly compact. To the neophyte, linguistics, even diluted, often seems formidable.

Of this *History of the French Language*, one might employ with much sincerity the over-worked formula of the reviewer, that the book fills a definite lacuna. Nor is it a specialist's book. A discouragingly small number of our students and teachers have an adequate grasp of the language, and for the foreigner a treatise of this nature makes comprehensible much that is instinctive to the native. For the casual student it affords entertaining reading and accessible reference; for the serious, a splendidly concise set of notes. It is a book which should be required reading for every teacher of French.

GIFFORD P. OWEN

University of Buffalo,
Buffalo, New York

CRU, ALBERT L., *Le Français Expliqué*. New York: Silver Burdett Company, 1938. Price, \$1.16.

Le Français Expliqué is a direct-method text on conversation and composition intended for students "who have a fair knowledge of French," that is, for those "who have successfully completed one year of French." Professor Cru seems to be convinced that "the old tradition of making students write in French sentences especially constructed to illustrate grammar rules or syntax has given way to practice in writing what the student himself wishes to say." He sings highly the praises of the so-called direct method which he calls "the really modern and effective method of learning French by using the language." The book is built on this idea, and in his preface, Professor Cru refers to it continually. He says, for instance that "his (the student's) natural faculty of imitation will lead him without particular effort and without memorizing, towards a spontaneous, living and personal way of expressing himself." He speaks later in this connection of the student's "creative faculties."

Discounting his basic theory, which could be discussed *ad infinitum*, let us look at the book in itself and see what it has to offer.

The book contains thirty-two lessons which are progressive as regards the reading material (dealing mostly with French customs and traditions) and the exercises. The main purpose of the book is to enable the student to write and speak French correctly; special effort is made to lead the student from step to step, beginning with the most elementary spoken and written French. With the aid of numerous and varied exercises which progressively increase in difficulty the student should be able to speak or write fairly correct French when he arrives at the last lesson in the book.

One notes that each lesson includes a number of sentences in English with this direction above: *Traduisez en français*. This would lead us to conclude that Professor Cru himself finds it impossible to dispense with the so-called "old tradition" (for which he seems to have very little use) to illustrate grammar rules or syntax.

The continual use of French throughout the book, even in definitions and explanations and in vocabulary practice is one of its good features. A serious attempt is made to reach the student through the medium which he is trying to master; he is given ample opportunity to speak and write the language; vocabulary and grammar exercises help him master the technique; short, frequent dictations based on texts which he has already studied help to train his ear. The songs and illustrations which break the monotony of the printed page should help to arouse the interest of the student in this little book, which can be used to much advantage by classes in second year French.

N. J. TREMBLEY

University of Arizona,
Tucson, Arizona

VON GRUENINGEN, J. P. and DOLCH, A. K., *First Book of Work Sheets for Students of German*. New York: Prentice-Hall, 1938. Price, \$1.75.
Second Book, 1939. Price, \$1.50.

These publications cannot be understood without reference to the accompanying grammar, which I have already reviewed in these pages; the reader is hereby referred to that review as prefatory to this one. These work-sheets are an integral part of the scheme of teaching envisaged by the authors, and specifically approved of in principle in my review. If the present review seem unduly critical, the reader must bear in mind that all the good features of these books—and there are many of them—are predicated in my acceptance of the plan as such, and are therefore taken for granted here to save space. This leads naturally to an apparent overemphasis on the negative in my observations.

What I regard as defects in these books fall into two main classes: features either remediable or of minor importance, and features which can hardly be changed without doing the books over again. I will discuss the former class first.

To begin with, the lack of a grammatical index in either book seems to me indefensible. In the second book there is at least a brief analysis of each lesson in the table of contents; in the first book p. ix contains merely the paging of the lessons, and the only way to find out what topics are treated in the book is to make your own index. It is important both for teacher and pupil to be able to refer quickly to the grammatical points already taken up or in prospect. Such an index should be supplied for each book as soon as possible.

In the second place, the inconsistency with which accent is treated is hardly understandable. In the first lesson, for instance, *antworten* is accented, but *beantworten* in the line below is not; *aufpassen* is accented, but *übersetzen* (*translate*) is not. The same lack of any logical system runs through the final vocabulary. Moreover, the section on pronunciation in the first book, covering 2½ large pages, makes no mention of accent at all.

At least two types of exercise call for an activity which I regard as essentially futile, and which consists in transferring information from one page of a book to another, or from grammar to work sheets. In the first book the student is asked to write the definite article and English equivalent of selected lists of German words. In the second book he is required to answer such questions as the following: "What is meant by the finite verb?" "State how sentences may be classified." The proper §§ in the authors' grammar are indicated; but all the student can do is to copy from one book to another. Sometimes the questions are not even well formulated; e.g. on p. 2: "How are conjunctions connecting clauses punctuated?" These defects too are in some degree remediable; i.e. it should be possible to replace these exercises by more useful ones.

More serious and regrettable are types of error which are written into the very texture of these workbooks. Most of them concern the general problem of vocabulary, which is central in any beginning course.

The first thing which strikes one on paging through the first book is the inordinate size of the vocabulary: I estimate that the final word-list must contain at least 2600 items, about 600 of which lie outside of the Minimum Standard German Vocabulary and are therefore words of relatively small frequency. Such a vocabulary load is quite contrary to the best current practice in beginners' books. It is not a sufficient defense to say that the student is only required to learn the "basic" words in the book: he has to bother with the other 1600, and that is far too many, and will inevitably lead to a dissipation of his energy and a loss in concentration. Recent experience with a restricted vocabulary—restricted both by inclusion of the essential and the exclusion of the non-essential—has demonstrated the vital importance of fixing the student's attention on a small list of words, all of which he knows he must memorize.

The "basic vocabulary" burden, reasonable in itself, is badly distributed. Lesson I presents 116 new words, Lesson 16 only 56; but the actual discrepancy is even greater, for although the classroom expressions are not specifically assigned, they have to be learned if the teacher is to make effective use of them. A similar unevenness marks the marginal vocabulary: lesson 7 of the first book contains no less than 160 such items, most of which the student will not need except for that lesson.

I am confident that most teachers will be annoyed by the arrangement of the words listed in the vocabularies of the lessons: a moment's reflection will show that whereas on the first reading of the text there may be some advantage in having the new words printed in the order of their appearance, like the actors entering a stage, for all other uses of the word-lists, including all subsequent readings of the texts, the seeming jumble of the rather extensive vocabulary is bound to result in a loss of time and patience.

In addition to these errors of commission, I am disturbed by one of omission. One of the most important recent "discoveries" in German teaching is the usefulness of the so-called word-family in accelerating the process of vocabulary mastery. This principle, which was first established theoretically in the "German Frequency Word Book" of 1929 and then applied practically in the MSGV adopted by the AATG in 1933, has been profoundly affecting the teaching of beginning German, and seems likely to revolutionize it before long. Neither in precept nor in practice do the authors pay any attention to this new time-saver.

It is a part of vocabulary mastery to learn proverbs and idioms, and the authors have included this in the scheme of the second book. The direction is "Read the first 17 German Sprichwörter . . . memorizing some of them." "Read the first 50 German idioms . . ." and memorize some. I admit that everything depends on the teacher in a case like this; but I believe the quantity too large to begin with, and the failure on the authors' part to do anything with this material except list it is at least dubious wisdom. Many of the so-called idioms are highly questionable, e.g. "Ich hatte grosse Angst," "Er ist sehr beliebt," "Er hat sein Geld angelegt," etc.

In two other respects I query the authors' pedagogy. The first question concerns the grammatical appendix to the first book. This is too brief to take the place of a regular grammar text for beginners; but much of it is wasted space if the student has to have such a book. If the authors had omitted all paradigms of declension and conjugation, and had merely presented in concise form the information required for the retranslation exercises, they would have been on much sounder footing.

Finally, I must dissent from the idea that free composition can be expected of second-year students. The second book introduces this plan, presenting a poem on which the student is to write. E.g. we have Rückert's "Barbarossa" with the leading question, "Was erzählt uns das folgende Gedicht?" This kind of thing is none too easy for senior majors; if the student is to attempt it after less than three semesters, he should have detailed instructions for procedure, and those who teach the book will need such instructions too.

To return to my opening argument, I would say that while I am frankly surprised and disappointed that the job has not been better done, it goes without saying that there is very much in these workbooks that is good and sound. I also have no hesitation in recommending them to any teacher who wants to follow such a method in his classes. But he will have to make up his mind to do some things that should have been done for him.

BAYARD Q. MORGAN

Stanford University,
California

CURTS, PAUL HOLROYD (ed.), *Einführung in die Chemie*. New York: Henry Holt and Company, 1938. Price, \$1.50.

Professor Curtis' new reader has a two-fold purpose: to introduce the student to technical German, and to furnish him with a review of the fundamental facts and principles of general chemistry. The editor hopes, in addition, to aid the teacher in acquiring a better understanding of his subject matter. To this end, not only the language, but also the chemistry progresses in difficulty. The first seven of the twenty-nine chapters present basic introductory material; most of the rest deal with the various elements; the last one treats general ideas of organic chemistry. The text, remarkably free of typographical errors, is well supplied with symbols, formulas, and equations. The print is clear; all the important rules or statements appear in italics; and many paragraphs as well as all chapters are labeled in heavy type. Modern spelling, as suggested by Duden, is used throughout the text, but the international spelling is added in the vocabulary.

The general format is both attractive and excellent. The introduction includes helpful information about compound words, structural difficulties in technical German, and German names of common chemical compounds. The vocabulary, aiming at completeness, serves also as an index. Idioms are here given under key-words, many technical terms are defined and translated, and important items carry page references. The two tables appended should prove interesting to the student. The book is well deserving of strong recommendation as a text for students of chemistry in beginning classes of scientific German.

ULAND E. FEHLAU

University of Cincinnati,
Cincinnati, Ohio

SUDERMANN, HERMANN, *Heimat*. Edited by F. G. G. Schmidt. New York: D. C. Heath and Company, 1938.

"Ich weiss noch, wie stürmisch wir bei der ersten Aufführung hier gelacht haben," says Alfred Kerr (*Gesammelte Werke*, S. Fischer, I, 229) anent a speech of Oberstleutnant Schwarze to von Keller. The tenor of this remark is characteristic of the viciousness and irony with which a number of critics attacked the very successful author in the nineties; this attitude is still fashionable in many circles and seems to me a bit too sweeping. I certainly should not care to list Sudermann among the world's great dramatists, but I believe that his *Heimat* occupies a somewhat unique position among his writings as a social play in the true spirit of Ibsen, even though it lacks the latter's "dramatic inevitability." Pastor Heffterdingk is the "villain" of the piece just as Manders is in Ibsen's *Ghosts*, and the whole tragedy follows from his attempt to apply his "ideals" (cf. "The Ibsenian Villain in Sudermann's 'Heimat'," *Germanic Review*, July, 1928). In the preface to his edition of the play Professor Schmidt recognizes the obvious weaknesses of the piece, but properly points out also "the enduring value and the real interest this drama seems to possess." A little reflection on which works of the Naturalistic Movement we should care to offer in the classroom will show that *Heimat*, with its perennial parents-children problem, is still among the most readable works.

In a droll note in the *Monatshefte für deutschen Unterricht* (May 1938, p. 283), "Curiöse Betrachtungen über den Neubereinigten Sudermann ad Usus Delphinae," the anonymous writer quite properly points out that Professor Schmidt has been very careful indeed in the manner he has freed the text from objectionable matter including even the word "Harem"! But the critic is mistaken in his assumption that the deletions were made for this edition, since they are identical with those in the first printing, copyrighted in 1909 (pp. 107 and 117 respectively). There seem to be very few changes in the introduction except for the additional mention of works published since 1909 and the paragraph, "Sudermann died November 21, 1928." The very competent notes have not been changed so far as I have noticed, to the effect that so far as the student is told, Patti (born 1843) and Sembrich (born 1858) are still on the stage. A very welcome addition for our students in these decadent days is a vocabulary.

A. E. ZUCKER

University of Maryland,
College Park, Maryland

ALBRECHT, ERICH, *Deutschland im Umbruch*. J. B. Lippincott Company.

This unusual text attempts to offer "a cross-section of German life and thought during the past fifty years as reflected in fiction and poetry." It was intended that the selections in this anthology be representative of fundamental historical and political developments. German history since 1871 is surveyed in a three-page introduction. The main text is divided into six chapters: Friedenszeit, Krieg, Revolution, Die neue Gemeinschaft, Emigrantendichtung, Deutsche Heimat. In each chapter there are from seven to twelve selections: letters, poems, very brief stories, and excerpts from longer works. For the most part the language is not difficult, although the vocabulary is necessarily quite large. Photographs, mostly of German authors, are included and have been excellently reproduced. The notes are brief and helpful.

This type of text, so far as I know, has not been attempted heretofore. The editor states quite frankly that he wished above all else to emphasize historical and political developments. His introductions are more successful in this respect than the selections themselves. Students will find it difficult to relate some of the pieces to the period in which they originated. Furthermore, material which would have been above all else representative of modern German literature would, presumably, have been preferable for most students and teachers.

The editor states in the foreword that the presentation of the material which is of controversial character was dictated by no other than pedagogical considerations. German classes at the present time are hardly the most suitable ones for the discussion of those political

questions which will naturally arise from the reading not only of the selections but also of the editor's introductions to chapters such as *Emigrantendichtung*, and *Die neue Gemeinschaft*. Violent disagreement with some of the statements made in this book will certainly be provoked. Such disagreement is finding sufficient expression these days without making the German classroom—already weakened by the repercussions of the struggle—the battlefield for these issues.

PAUL G. GRAHAM

Smith College,
Northampton, Massachusetts

KOISCHWITZ, OTTO, *Paul und Purifax*. With illustrations by Hans Koischwitz. New York: J. B. Lippincott Company.

Once more Professor Koischwitz provides us with an unusual textbook which appears to be thoroughly original and pedagogically sound. The full title, "*Paul und Purifax, eine abenteuerliche Geschichte erdacht und mit tausend Wörtern erzählt von Otto Koischwitz, mit Bildern geschmückt von Hans Koischwitz*," is suggestive of several of the excellent features of this volume. A foreword states that the story was written especially for the American student of German and that it should be read rapidly at the beginning of the second semester of instruction. Books intended for such elementary work are usually quite dull. Here, however, one finds a fascinating story of a German boy and his wealthy American "uncle." Against a background of characteristic features of American as well as German life, the author tells the story of a young German, who is faced with the typical problems of youth, and whose life is greatly enriched by the experience of a trip to the United States and back to his native land again. Rich in humor and with delightful character delineation the story progresses in a lively, exciting fashion. The vocabulary is simple and limited, but the style is as natural as possible within such limits. The volume is attractively printed and bound, and should definitely contribute to the pleasure which American students can derive from the learning of German.

PAUL G. GRAHAM

Smith College,
Northampton, Massachusetts

KREMER, EDMUND P., *Scherz und Schabernack: Hundert deutsche Kurzgeschichten*. New York: J. B. Lippincott Company.

The one hundred short selections which have been published in this volume for classroom use are humorous anecdotes. They have been chosen from the larger German collection, W. Stendel's *Erzähl noch was*. They average less than one page each in length, and are grouped regionally "to reflect their respective local characteristics." The avowed twofold purpose of this edition is to supply "a handy reader for beginners of German and also a means of extending the usefulness of the oral story to somewhat more advanced students." The vocabulary is necessarily quite large in view of the wide variety of stories and thus the volume is probably better suited to more advanced classes. Humor in a foreign language is often lost on elementary students and for this reason, too, more advanced students will probably derive greater pleasure from these stories, as well as greater benefit from the reading, discussing, and retelling of them. Although there may be valid objections to individual anecdotes in the collection, the latter is sufficiently large to permit teachers to make their own selections. Although some of the stories are old, well-known jokes, most of them will probably be unfamiliar to the large majority of readers. Being humorous in nature this material is a welcome addition to the supply of readers available in the field of German.

PAUL G. GRAHAM

Smith College,
Northampton, Massachusetts

Moderne Einakter. Edited by Hans Jaeger. New York: F. S. Crofts and Company, 1938. Price, \$1.15.

In spite of the fact that a great number of new German textbooks are published every year there is still room for some modern plays. "Moderne Einakter" is planned to fulfill the demand of many teachers. The collection contains: Schnitzler's "Weihnachtseinkäufe" and "Abschiedssouper" both taken from "Anatol," Otto Erich Hartleben's "Die sittliche Forderung," Paul Ernst's "Wenn die Blätter fallen," Hellmuth Unger's "Liebe im Schlaf" and Hanns Johst's "Der Herr Monsieur." Not only modern reading material has been presented in this collection but also suitable plays for stage presentation and club work. As a collection it is noteworthy, but the individual plays will receive different degrees of appreciation. I believe that the play by Hanns Johst will meet with some adverse criticism. In the first place it is an adaptation of a play by the Danish playwright Holberg and cannot be considered as a good example of the work done by Hanns Johst. It seems to be doubtful that the play is especially suitable for class room use, at least in secondary schools. The collection as a whole may be used to greater advantage in more advanced courses with more mature students rather than in "early second-year college and in the latter part of second-year high school courses" as the editor recommends. An introduction of about twenty pages gives not only valuable information about the authors represented in the collection but also shows at the same time the development of the German drama during the last forty years. About twenty pages of Notes are complete enough that some of the plays could be left to home study. In the Vocabulary about 450 of the most common words have been omitted. As an innovation an appendix to the vocabulary has been added to explain the meaning of little words such as *doch, ja, nur, schon*, etc. This will be especially welcomed in a classroom where much translation is done by the students.

E. P. APPELT

University of Rochester,
Rochester, N. Y.

KENISTON, HAYWARD, *Learning Spanish*. New York: Henry Holt and Co., 1938. Illustrated. Price, \$1.60.

Departing from the stereotyped form of language grammars, this is an engaging, inductive presentation of the fundamentals of Spanish. The author has based his work on frequency lists of words, idioms and syntax. He introduces each lesson with a selection in Spanish, to be read but not translated. These are interesting and informative, properly progressive in difficulty and are graduated in length from less than one page to more than three. The use of the Spanish Southwest for the setting of a travelogue is refreshing. Two students and their professor form the traveling party, and the account of their trip supplies the reading material of lessons XVII through XXXV. The author makes his narrative diverting and contrives to present many interesting details of the history of the Spanish Southwest. Lessons XXXVI through XLII, "Descubridores y conquistadores," are also entertaining and even more informative than the preceding ones.

Following the selection for reading in each lesson, there is given a list of "Idioms and phrases" that were used in the selection. The idioms have the merit and fault of being translated into current and colloquial English. This feature discourages stilted translation and attendant boredom (*¡Ya se acabó!* "it's all over now!" p. 95. B); it sometimes conceals the literal meanings of the parts of the idioms (*Se dirige a ella* "he speaks to her, addresses her" p. 95. B; *se abre paso* "he fights his way" p. 191. B). The third person singular, rather than the infinitive, is listed of each idiom that involves a verb. In general, this is a helpful feature but in certain cases causes misunderstanding (. . . *y puede que lo merezca* "and it may be that I deserve it" p. 234, lines 63, 64 is listed as *puede que lo merezca* "he may deserve it" p. 234. B). The lists of idioms and phrases are sometimes so lengthy as to inspire terror in the minds of the more

timorous students. This plethora could be reduced by listing in the vocabularies many phrases that present no idiomatic difficulties (*media hora, la mira, antes de, el mismo día, llega tarde*), and by avoiding the duplication of phrases explained in the grammar section of the same lesson: eight expressions of time of day are given in the list of idioms and phrases, pp. 60, 61, and nine identical or similar expressions are given in "Principles of usage," p. 64.

Assuming that it is of value to indicate the parts of speech of the various words in the vocabularies, nevertheless it is of questionable expediency to list common words whenever they occur as different parts of speech: *mucho* is listed as an adverb, p. 76; as a pronoun, p. 84; and as an adjective, p. 101. In the vocabularies, the author follows an excellent system of indicating radical, orthographic, and irregular changes in verb stems by including the command form (third person singular present subjunctive) with the infinitive of each. However, he might have made a fuller explanation of his procedure as he initiated it, on p. 40, instead of giving a partial explanation only on p. 159. If the chart of irregular verbs (pp. 376-379) is intended for the convenience of students, the paucity of forms given in the chart detracts from its usefulness: omissions can be supplied only by the tedious method of referring to various preceding pages in the text.

A very desirable feature rarely found in grammars is the inclusion in the chapters of this book of the "Summary of usage" sections. This recapitulation serves to clarify and emphasize the grammatical principles presented in the chapter. In a few instances, however, the statements are ill-advised (*cf.* p. 258. H. 1), and in some cases the wording is ambiguous: in the discussion of possessive pronouns, the word *antecedent* is used to signify what is possessed, and in the following sentence it signifies the possessor (pp. 268, 269. H. 1; *cf.* also 258. H. 2).

The reviewers have observed that students do not readily assimilate all the forms and usages presented in lessons VIII and IX (direct, indirect, and reflexive object pronouns, among many other things). Becoming confused, the students are prone to become discouraged. The indirect object pronoun *se* might well have been given on pp. 58 and 89. Attention is called to the replacing of *le lo* and *les lo* by *se lo*, but no other combinations are mentioned (p. 118). The listing of the masculine singular form only of demonstratives under plural headings (p. 89) is confusing.

Among the many praiseworthy features of the book are: the limitation, at regular intervals, of the lessons to a reading selection based entirely on words, forms, and usages supplied previously; a crossword puzzle; the abundance of English cognates given throughout the book; the inclusion of English cognates and Latin etyma (chosen arbitrarily, however) in the general vocabulary; the continuation of exercises in pronunciation throughout the first seventeen lessons, giving attention to group sounds as well as individual ones; the interesting and appropriate illustrations of Dorothea Cooke; the supplementary readings, some written by the author and some adapted by him from Spanish writers; and the attractive cover and excellent format of the book.

Because of its all but complete lack of material for translation from English to Spanish, this book will disappoint those who still believe that an accurate and lasting knowledge of a foreign language can be most efficiently acquired by interlingual translation. The most obvious objection to direct method grammars in general is their tendency to foster slovenly habits of study and cater to an all too prevalent mental laziness. Professor Keniston has endeavored with considerable success to avoid such a pitfall by the use of pertinent questions designed to focus the students' attention to essentials, and which serve as aids to memory by inviting comparison and contrasts. However, the questions, being excessively numerous, frequently verbose, and sometimes vague, partially defeat their purpose. Some students will find many of the questions unnecessary and cumbersome; others will not comprehend the significance of the question.

The book is well edited and comparatively free of mistakes. The reviewers have noticed the following errors: p. x.—"de océano Pacífico"; for "del océano Pacífico" p. 27, D. 2—"los plumas" for "las plumas"; p. 29, F. 2—"tener" not previously given; p. 57, H. 3. 12—"el lápiz" for "el lápis"; p. 68, J—"la seguida" following (?); p. 85, line 24—(¿) is unnecessary; p. 90, F. 2. 4—

"tienes" for "tiene"; p. 91, H. 2. 4—"three forms" for "two forms"; p. 101, J—"cayó" where present subjunctive form usually given; p. 111, J—"llueve" where present subjunctive form usually given; p. 115, E. 3—Why not apocope of "uno" and "postrero"? (cf. also p. 299, F. 3. a); p. 119, line 11—"estuvimos" not previously given; p. 130, D. 1—why not irregular comparative of "pequeño"?; p. 140, G. 2. 2—"los otras clases" for "las otras clases"; p. 145, C. 1—full inflection of "dar" and "estar" should be given; p. 185, D. 3—incomplete translation of examples confusing (cf. also p. 254, D. 1); p. 189, line 9 "los" has no apparent antecedent; p. 221 B—"sin (duda) doubt(less)" for "(doubt)less"; p. 225, 5. g—"4 exceptions" excludes orthographic changing of verbs of the first conjugation; p. 226, D. 3—"after" for "with"; p. 238, G. 1. 10—one indicative in group of subjunctives (?); p. 238, G. 2—"supply" for "replace"; p. 300, F. 3. e—should except names beginning with To- and Do-; p. 335, line 10—"la capital" for "capital"; p. 335, line 20—"las de Guadarramas" (?); p. 341, lines 6, 7—historical accuracy (?); p. 351, line 29—"como el espacio" for "como en el espacio"; p. vii (Vocabulary)—gender of "carácter" not given.

JOHN A. THOMPSON
WM. A. MCKNIGHT

Louisiana State University,
University, Louisiana

GONZÁLEZ PALENCIA, ÁNGEL, *Cuentos Orientales*, Edited by Juan B. Rael. (Grade III, Oxford Rapid-Reading Spanish Texts). New York, London, Toronto: Oxford University Press, 1939. \$0.30.

At first glance at the title of this little text one might ask, "Why give Spanish students a book of Oriental tales when there are so many available texts utilizing stories born of Spanish minds on Spanish soil?" The editor explains his choice of material by stating that "these tales are choice gems from those rich treasures of Oriental literature that have had such a great influence on the folklore and literatures of Europe." There is, however, from the student's point of view at least, an even greater justification for his selection of subject matter. The first of the three stories which comprise the text is of Chinese origin, and its suspense is such that it could hardly fail to hold the interest of even the most wayward student. The title itself—*Los muertos vuelven*—catches one's fancy at the outset. The second, a Burmese tale called *El secreto del brahmán*, might be classified as an Oriental detective story, in which the sagacity and acumen of a beautiful Indian princess save the day for all concerned. The third anecdote, Arabic in origin, is typical of the *exempla* which are so plentiful in medieval Spanish literature. It is neatly turned and very humorous. All three of the stories are taken from the *Biblioteca de cuentos orientales* of Ángel González Palencia, Madrid, 1930.

The language of the tales, although it could hardly be classified as "simple Spanish" (which, according to the general editor of the series, is the aim of the Grade III texts), is not too difficult for the average class in third semester Spanish. The vocabulary provided is both complete and accurate, and all of the idioms, which are numerous, are explained in notes at the end of each section as well as in the vocabulary. The idioms, in fact, are almost too completely explained, for the editor includes in the notes every occurrence of the subjunctive, even the direct commands. This would hardly seem necessary for a class using a text which involves such uncommon words as *guijarro*, *pescozón*, and *paparrucha*. Objection might also be raised to the translations of some of the idioms. Although in every case these translations fit into the text very nicely, yet sometimes they do not seem to be designed to give the student an adequate comprehension of the original, e.g., *no cuidó más que de* is translated *he did nothing but*, and *cuando estás disfrazada*, *when your disguise is complete*. It also seems unwise to include such obvious idioms as *por lo raro*, *acabó por aceptar*, etc., which the student could easily figure out for himself.

Questionnaires which are quite satisfactory are provided at the end of each section, al-

though the questions in some cases seem too numerous, and almost a quarter of them may be answered by "yes" or "no" or by one word.

If one is looking for an intermediate text involving subject matter which will prove interesting either to a high school or college group, carefully edited and conveniently presented, the *Cuentos orientales* will certainly be satisfactory.

FRANK M. DUFFEY

University of North Carolina,
Chapel Hill, North Carolina

ESPINOSA, AURELIO M., *Cuentitos fáciles*. New York: Oxford University Press, 1939. Price \$0.30.

This book belongs to Grade I of the Oxford Rapid-Reading Spanish Texts. The vocabulary in this Grade is limited to about one thousand words, of which seventy per cent are found in the Buchanan Spanish Word Book. It is recommended for the second and third semesters of High School Spanish and for the first semester of College Spanish. It is not, however, suitable for a beginning text. There are twenty-four chapters in the book and following each, a translation of the idioms and about twenty questions are given.

Animal stories of the fable type, and stories with a *labrador* as the butt of a joke comprise the bulk of those told. Most of the stories are meant to be humorous, but it is doubtful whether the average student would consider many of them so. Something less puerile in subject matter would probably be received with more gusto and therefore be more practical. However, for those preferring this type of text it is quite satisfactory; the stories are well told and arranged, and the vocabulary is adequate.

DON H. WALTHER

University of North Carolina,
Chapel Hill, North Carolina

PASCOLI, GIOVANNI, *Selected Poems*. Edited by G. S. Purkis. London: Cambridge University Press, 1938. Price, 5 shillings.

This is a fine little book and of a type which is much needed in the field of Italian teaching. Its aim is to acquaint the English speaking student with the poetry of Pascoli by giving him a judicious selection of the poet's work in the original and considerable editorial aid in English. It contains a concise biography, notes to some of the more obscure allusions and grammatical difficulties and a selective glossary. Books of this type, while common in the other modern language fields, are rare in Italian, and Italian teachers should feel grateful to the Cambridge Press for its pioneering, especially as the appearance of this book so soon after a similar volume on Leopardi seems to indicate that such editions are to be a part of the policy of the Press.

Dr. Purkis limits himself to poems from the first four volumes of Pascoli's work, and within this range one can have no quarrel with his selections, though one may regret the exclusion of certain personal favorites. But the *Poemi conviviali* and the *Poemi italici* present another side of Pascoli, and the type of poetry found in these later volumes, even if it is not in the opinion of most critics as good as that of the earlier volumes, shows a development and a versatility that an "introduction," liberally interpreted, might well take account of.

I find, too, the vocabulary somewhat puzzling. Presumably it contains words which the student might not be acquainted with and excludes the more common words. But just where the line is drawn is not specifically stated and the basis of a system which will include such a word as *dolere* while excluding *bolide* is difficult to understand.

These are however small points. The editor has done competently and honestly the task he has set himself and the book unquestionably will fill one of the all too numerous gaps in the Italian textbook field.

T. G. BERGIN

N.Y. State College for Teachers

Books Received

MISCELLANEOUS

- Gilmartin, J. G., *Building Your Vocabulary*. New York, etc.: Prentice-Hall, Inc., 1939.
- Knapton, E. J., *The Lady of the Holy Alliance. The Life of Julie de Krüdener*. New York: Columbia University Press, 1939. \$3.
- Rusk, R. L., *The Letters of Ralph Waldo Emerson*, edited in six volumes. New York: Columbia University Press, 1939. Vol. 1, lxvi, 458 pp. (1813-1835); Vol. 2, 471 pp. (1836-1841); Vol. 3, 462 pp. (1842-1847); Vol. 4, 541 pp. (1848-1855); Vol. 5, 546 pp. (1856-1867); Vol. 6, 633 pp. (with index p. 345 to end) (1868-1881). \$30.
- Schick, J. S., *The Early Theatre in Eastern Iowa. Cultural Beginnings and the Rise of the Theatre in Davenport and Eastern Iowa, 1836-1863*. Chicago: University of Chicago Press. \$3.

FRENCH

- Dodge, E. R., and Caro-Delvaile, *Soyons Gais*. Illustrated by Julian Brazelton. New York, etc.: American Book Company, 1939. \$1.20.
- Exupéry, A. de Saint, *Vol de Nuit*. Préface d'André Gide. Edited by E. M. Bowman. New York, London: Harper and Brothers, 1939. \$1.
- Fraser, I. F., *The Spirit of French Canada. A Study of the Literature*. New York: Columbia University Press, 1939. \$2.75.
- Gauss, C., and Grubbs, H. A., *First Readings in French Masterpieces*. New York: F. S. Crofts and Company, 1939. \$1.35.
- Greenberg, J., *Le Français et le France. Premier Cours*. New York, Chicago: Chas. E. Merrill Company, 1939. \$1.48.
- O'Brien, K. L., and La France, M. S., *First-Year French*. Boston, etc.: Ginn and Company, 1939. \$1.64.
- Ratner, M., *Theory and Criticism of the Novel in France from L'Astrée to 1750*. [New York University] 1938.
- Ratner, M., and Sorkin, M., *French Grammar Review*. New York, etc.: American Book Company, 1939. \$1.40.
- Ritchie, R. L. G., *Primer of French Composition*. Cambridge: At the University Press, 1938. 60 cents.
- Tharp, J. B., *Basic French Vocabulary*. Revised, enlarged and arranged. New York: Henry Holt and Company, 1939. 72 cents.
- Turgeon, F. K., *French One-Act Plays of Today* (Sée, Romain, D'Hervilliez, Vildrac), edited with introductions, notes, exercises and vocabulary. New York: Henry Holt and Company, 1939. \$1.25.

GERMAN

- Brewer, E. V., and Melz, F., *Deutscher Stil. Advanced German Composition. Selections from German Authors with English Text, Notes and Vocabulary*. New York: Prentice-Hall, Inc., 1939. \$1.50.
- Buka, R., *Learning German from Modern Authors*. New York: The Macmillan Company, 1939. \$1.60.
- Evans, M. B., and Röseler, R. O., *College German*. Fourth Edition. New York: F. S. Crofts and Company, 1939. \$1.75.
- Evans, M. B., and Röseler, R. O., *Workbook for the Fourth Edition of College German*. New York: F. S. Crofts and Company, 1939. 90 cents.

- Funke, E., *Lustiges Deutsch. Ein Sprech- und Lesebuch mit leichten Texten*. New York: F. S. Crofts and Company, 1939. 75 cents.
- Guenther, F., Taub, L. L., and Lenz, H., *Neue alte Lieder* (German folksongs for class and club uses). Compiled and edited. New York: G. E. Stechert and Company under the sponsorship of the Metropolitan Chapter of the American Association of Teachers of German, 1939. 15 cents.
- Hauch, E. F., *German Grammar Review. Exercises on German Syntax and Idiom with Grammatical Synopses and an English-German Vocabulary*. New York and London: Harper and Brothers, 1939. \$1.20.
- Koch, E., *Elementary German Reader with Grammar Review*. Compiled and edited. New York: Prentice-Hall, Inc., 1939. \$1.50.
- Steinhauer, H., *Deutsche Kultur. Ein Lesebuch*. Edited. New York: Oxford University Press, 1939. \$1.85.
- Zweig, Arnold, *Der Streit um den Sergeanten Grischa* (abridged edition). Prepared with introduction, notes and vocabulary by Waldo C. Peebles. New York, London: Harper and Brothers, 1939. \$1.20.

ITALIAN

- Goldoni, *La Locandiera*. Edited by J. G. Fucilla and E. Hocking. New York: Henry Holt and Company, 1939. \$1.12.

SPANISH

- La Estrella de Sevilla*, Notes and Vocabulary by Frank Otis Reed and Esther M. Dixon. Introduction by John M. Hill. Boston, etc.: D. C. Heath and Company, 1939. \$1.32.
- Luquiens, F. B., *Spanish American Literature in the Yale University Library. A Bibliography*. New Haven: Yale University Press. London: Humphrey Milford, Oxford University Press, 1939. \$10.
- Watson, J. C., and Quinamor, T. E., *South to Mexico*. New York: Henry Holt and Company, 1939. 96 cents.